

9-10 10-4

LEADING BOOK HOUSES.

The American Educational Series of School and College Text Books, New Graded Readers, Swinton's Spellers and Histories, Spencerian Penmanship, Townsend's Civil Government, Webster's Dictionaries, &c., &c.

Correspondence with reference to any of our publications will receive prompt attention. Address—O. M. Baker or Jno. C. Ellis, 407 North Fourth street, St. Louis, Mo. 8-4-c

Wilson, Hinkle & Co., Publishers of THE ECLECTIC EDUCATIONAL SERIES, 137 Walnut st., Cincinnati; and 28 Bond st., New York. Descriptive catalogue free. Address Hiram Hadley or O. S. Cook, 63 Washington street, Chicago; Thos. Scholes, Leavenworth, Kan.; or Madison Babcock, 704 Chestnut st., St. Louis, Mo. 8-4-c

Scribner, Armstrong & Co's Educational Series. Sheldon's Readers, Felter's Arithmetics, Guyot's Geographies, Cooley's Physical Science Series, Hadley's Language Series, &c. Descriptive catalogue free. Address Hiram Hadley or O. S. Cook, 63 Washington street, Chicago; Thos. Scholes, Leavenworth, Kan.; or Madison Babcock, 704 Chestnut st., St. Louis, Mo. 8-4-c

Harper & Brothers publish United States Readers, Wilson's Readers, French's Arithmetics, Swinton's Language Series, Comfort's German, Hooker's Natural Science, etc., etc. Address W. H. V. Raymond, agent, Leavenworth, Kansas. 8-4-c

J. B. LIPPINCOTT & CO.

Philadelphia,

Publish Sanford's Arithmetics, Chauvenet's Geometry, Cutter's Physiologies, Cutter's Zoological and Anatomical Charts, Walker's Science of Wealth, Schmitz's German Grammar, Wickersham's School Economy, Wickersham's Methods of Instruction, Atwater's Logic, Long's English Grammar, Lippincott's Pronouncing Dictionary of Biography, Lippincott's Pronouncing Gazetteer of the World, Worcester's Dictionaries. E. M. ELY, agent, 159 Clark St. Chicago. 8-3-8

THE RIGHT BOOK AT THE RIGHT TIME.

Manual of the Constitution of the U. S.

Designed for instruction of American Youth in the duties, obligations, and rights of citizenship. By Israel Ward Andrews, D. D., President of Marietta College.

"In each aspect of its usefulness, the work cannot fail to meet with approval, and as a text book it is by all odds the best of its kind. We hope that every effort will be made to introduce it into our schools and colleges."

The Constitution is too apt to be regarded (if not taught) as a definite and self-interpreting instrument, and arguments as to what is and what is not constitutional are usually conducted as if the gravest questions could be settled by any one who had a good memory of the text, or who had access to an index of concordance to our national charter. Ideas like these are effectually dispelled by Andrews' Manual, which records in detail the organization and growth of each department of the Government, and shows the Constitution to be something more than the skeleton framework of '87 plus a certain number of amendments. —The Nation.

Price, \$1.50. Single sample copies to teachers and school officers for examination with a view to first introduction, sent post-paid by mail on receipt of \$1.13. Supplies for first introduction into schools, \$1.13 per copy. Library Edition, bound in full sheep, \$2.00 per copy.

WILSON, HINKLE & CO.

Publishers Eclectic Educational Series, Cincinnati : : New York.

WOMEN'S CHRISTIAN HOME

This Institution, located on Washington Avenue and 18th Street, St. Louis, is open to women EXCLUSIVELY, for transient or permanent Board.

Transient Visitors \$1.00 per day. Young women visiting St. Louis will find here not only all the comforts of a home, but such advice and counsel as an association of refined Christian women of the highest standing and culture can give.

Address,

MRS. SHEPARD WELLS, Supt.

WASHINGTON UNIVERSITY.

ST. LOUIS, MO.

WM. G. ELIOT, D. D., Chancellor.

This Institution offers educational facilities unsurpassed, if indeed equalled, in the whole Mississippi Valley. During the twenty years of its active life, it has been making continual progress. The devotion of its friends has enabled the managers to add continually to its advantages and to steadily raise its standard of scholarship and attainment. Its faculties have been selected with the greatest care from the alumni of our older colleges. Five of its professors are graduates of Harvard College.

The University is both non-sectarian in religion and non-partisan in politics. There is no lack of effort however to impress upon all students the priceless worth of an unblemished character; the reverence due to all holy things; and the duties involved in good citizenship.

Its organization comprehends:

- I. The Academy, Prof. D. Arnold, Prin.
- II. Mary Institute, Prof. C. S. Pennell, Principal.
- III. The College, Prof. M. S. Snow, Dean.
- IV. The Polytechnic School, Prof. C. M. Woodward, Dean.
- V. The St. Louis Law School, Prof. G. M. Stewart, Dean.

1. The first is essentially a preparatory school fitting students for the College and Polytechnic School. It has about 300 pupils. No attempt is made here to put boys upon men's work, but great pains is taken to teach the elements thoroughly.

II. MARY INSTITUTE is a Seminary for young ladies, provided with the most thorough and varied instruction, so that no citizen of St. Louis or vicinity need send his daughter a thousand miles from home for four or five of the most critical years of her life, to be trained by strangers. It contains about 260 pupils.

III. THE COLLEGE. The degree of A. B. is conferred at the completion of the four years course. That of A. M. three years after graduation upon the presentation of a satisfactory thesis. A liberal election of studies is allowed. Especial attention is paid to Modern Languages, English Studies and the Physical Sciences. Effort is made to meet all the demands of the times for true liberal courses of study.

IV. THE POLYTECHNIC SCHOOL contains both professional and non-professional courses of study. The equipment of the school is sufficient to fully give instruction in the following

SIX COURSES OF STUDY:

- (a) Course in Civil Engineering.
- (b) " Mechanical Engineering.
- (c) " Chemistry.
- (d) " Mines and Metallurgy.
- (e) " Building and Architecture.
- (f) " Science and Literature.

Lest it should be thought from the great variety of subjects included in the above that (as too commonly is the case) the energies of a single professor must be dissipated in an attempt to fill several professional chairs at once, it must be remembered that in Washington University the Professor of Chemistry teaches nothing but Chemistry; the Professor of Mining and Metallurgy nothing but Mining and Metallurgy (including Mineralogy and Geology); the Professor of Physics nothing but Physics; the Professor of Drawing nothing but Drawing, Painting and Designing; etc.

In every subject the School endeavors to keep pace with the most advanced in both science and art. Laboratory work in Chemistry, Physics, Assaying, Drawing and Mechanical Construction, is a very important feature in the work of every year.

Both the Polytechnic School and the College are open to young women, and in both there are lady students. For fuller information send for catalogue.

V. THE ST. LOUIS LAW SCHOOL is so well known that little need be said of it. Its exceptionally careful teaching and strict examinations have gained for it a high reputation both East and West.

For further information, apply to the officers whose names are given above. Sets of printed examination papers of previous years will be sent if desired. Examinations for College and Polytechnic School on June 11-13, and in September. 10-3

GINN & HEATH,

13 Tremont Place, Boston, and 46 Madison Street, Chicago.

NEW BOOKS FOR 1877.

Essentials of English Grammar, (for the use of Schools). By W. D. WHITNEY, of Yale College.

First Lessons in Greek. By J. W. WHITE, of Harvard College.

Wheeler's Trigonometry.

Harvard Examination Papers for 1876 Revised Editions of Leighton's Latin Lessons, and Allen & Greenough's Latin Method.

RECENTLY ISSUED:—Fritz's Globe and Manual, Fifth Music Reader, Gilmore's Art of Expression, Arnold's English Literature, Hudson's Text-Book of Prose and Poetry. Pamphlets of Burke, Webster, Bacon, Wordsworth, Shakespeare, &c. Our World Geographies, Allen & Greenough's Latin Works, Goodwin's Greek, Mason's Music, &c. 10-3-9

PAINT THAT HOUSE.

It will last as long again.

IMPERIAL

Ready Mixed Paint. Unsurpassed for Durability and Beauty by Any Paint in the market. All colors. Address GEO. PARTRIDGE & CO., 712 N. Main st., St. Louis, Mo. x-311-2

NEW, CHOICE, CHEAP!

We have a series of

Reward Cards

New, choice, and cheap, so beautiful in design and elegant in variety of color, that you have only to see them, to order. We send a package for 25 cents to any address post paid.

Day school teachers dispense with punishment and Sunday School teachers bring in additional seats, when they use our new, choice, cheap chromos. Send stamp for grand illustrated catalogue. W. M. KOHL, 313 Locust st., St. Louis.

AGENTS FOR OUR NEW BOOKS: CENTENNIAL EXHIBITION ILLUSTRATED. Over 400 Fine Engravings, costing \$20.-000.00. The only book fairly showing the fine, costly exhibits of the Art Gallery, Machinery, and Main Buildings. Wide-awake agents are quitting all the inferior books for this. Get the best. Send for circular, terms, and sample engravings. P. W. ZIEGLER & CO., 10-3, 620 Olive Street, St. Louis, Mo.

The Best Desks.

The "Lone Star" State Not So Lonely.

Here You Have It

"The Best Desk I have Ever Seen."

MEXIA, TEXAS, NOV. 25, 1876.

Mr. J. B. Merwin, St. Louis, Mo.:

It gives me pleasure to say that the "New Patent Gothic Desk" is just what it is represented to be—durable, economical, and comfortable. After ten years experience in the school room, using many of the improved styles of school furniture, I feel free to say the "New Patent Gothic," which I purchased of you, and which I am now using, is the best I have ever seen.

To school officers and teachers in the Lone Star State, and elsewhere I especially recommend them.

Very truly,

MILTON PARK.

SILVERWARE AS PREMIUMS.**IMPORTANT NOTICE.****A \$4 Set of Extra Plated SILVER SPOONS**

Given away as a Special Premium to the subscribers of this paper. Silver Goods furnished under this Premium Proposition are from the well known and reliable Union Silver Plating Co., Cincinnati, O.

Under a very favorable proposition from the above well known house, all regular patrons of this paper can secure a useful and beautiful, as well as a very valuable Premium, in the shape of a handsome set of **Extra Plated Silver Spoons**, warranted equal to the best article of the kind sold in this country for \$4 per set. And in addition, each spoon will be handsomely engraved with your monogram initial.

All who are entitled to receive this elegant and useful Premium can do so on compliance with the following conditions:—Send your name and post-office address, together with your express office, to the Union Silver Plating Company, Cincinnati, Ohio, together with the following Premium Coupon, and inclose with your order 75 cts., to pay cost of engraving your initials, express charges, boxing, and packing, and you will receive by return express (or mail, if you have no express office) a full set of extra plated Silver Spoons, free of any charge. All express and packing charges are covered by the 75 cts., and the Spoons will be delivered to you free. If you do not desire to have the spoons engraved, you are only required to send 60 cts., to pay expressage and boxing. The coupon must in all cases be sent, to indicate that you are entitled to this premium, as this very liberal offer is not extended to any one who is not a patron of this paper. The retail price of this set of spoons is \$4.00, as the following letter will show:

OFFICE OF UNION SILVER PLATING CO., CINCINNATI, OHIO.

We assure all subscribers that the goods contracted for are first-class in every respect, and that the usual retail price for them is \$4.00 per set. Our lowest price to jobbers is \$36.00 per dozen sets, and we will in no case retail them at any price, or send them in single sets to any one who does not send the required "Coupon," showing that the sender is a patron of this paper.

UNION SILVER PLATING CO.

Premium Silver Spoon Coupon.

To the Union Silver Plating Co., Cincinnati, O.: This is to certify that I am a subscriber of the paper from which I have cut this Coupon, and am entitled, under your premium arrangement, to a full set of extra plated Silver Spoons, with my initials engraved thereon. I inclose herewith 75 cts., to pay express, packing, boxing, and engraving charges.

On receipt of this Coupon, we hereby agree to return to the sender, express or mailing charges prepaid in full, a full set of six of our extra plated Silver Spoons, with the initials of the sender, or any other initials desired, engraved thereon. This Coupon will be honored by us for ninety days from the date of this paper, after which it will be null and void. (Signed)

UNION SILVER PLATING CO., Cincinnati, O.

As soon as the necessary stock can be manufactured, all who secure the above useful and valuable premiums, will be permitted to secure a full set of silver plated knives and forks, on the same liberal basis.

AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

VOL. X.

KIRKSVILLE AND ST. LOUIS, MARCH, 1877.

No. 3.

TABLE OF CONTENTS.

Miscellaneous Editorials.....	3
Miscellaneous Items.....	3
Is It Best.....	4
A Few Words on Spelling Reform.....	4
Colored Teachers' Meeting.....	5
Methods of Discipline and Instruction.....	6
Close Communion.....	6
A Valuable Work.....	6
Why a Surprise?.....	7
Items.....	7
It Must Be Done.....	8
Rights Involve Obligations.....	8
Compulsory Education.....	8
Is Not this Correct?.....	8
A Protest! a Remedy!.....	9
A Physician's Testimony.....	9
Teachers' Aid Society.....	10
Estimates for 1877.....	10
Health in the School Room.....	10
The Children's Page.....	11
Recent Literature.....	12
Iowa Official.....	12
Special Notices.....	13

Our Teachers' Bureau.

Those desiring teachers are requested to state—

- 1st, Salary paid per month.
- 2d, Length of school term.
- 3d, Qualifications required.

Teachers desiring positions will also state—

- 1st, Their age.
- 2d, How much experience they have had in teaching.
- 3d, What wages they expect per month.

We charge each applicant for a position, and each person applying for a teacher, the sum of *one dollar in advance*, for inserting their application.

No. 279. Wanted—A position as teacher, by a lady who is fully competent to teach all branches. Has had three years experience in a normal training school, and can give first-class references. Address No. 279, St. Louis office of this paper.

Blarney Castle is situated four miles from Cork, Ireland. It is a picturesque ruin built in the fifteenth century. Kissing the blarney stone is said to give one great conversational powers.

The difficulties of life are the same as in grammar—to know when to make exceptions to the rules.

SEND 15 cents if you want to see sample copies of this journal.

THE NORMAL.



J. BALDWIN.....
G. L. OSBORNE.....
J. B. MERWIN.....

Editors.

KIRKSVILLE AND ST. LOUIS, MARCH, 1877.

TERMS:

Per annum, in advance.....\$1 50
Single copies..... 15

Eight editions are now published each month.
Advertisements go into ALL the editions.

—Send all communications to the publisher, President J. Baldwin, Kirksville, Mo.

ARE YOU READY?

Be careful and see to it that "estimates to sustain the schools" are made according to law, that the tax is levied according to law, collected according to law, and the money disbursed according to law.

In order to do this it would be well to get some of the intelligent and appreciative tax-payers together, and fully canvass the matter before the annual meeting is held.

On page 10 we publish the "official form for estimates to sustain the schools, pay teachers, &c, &c."

The annual meeting is to be held on the first Tuesday in April in Missouri.

If they are not familiar with the provisions of the school law, our teachers ought to be able to inform them, and if other and further facts and arguments are needed, see to it that the directors and the people too have them in time. Then you will win.

WE rather think our teachers have this matter of the length of the school term, the wages per month, the making up of "the estimates" to defray expenses, &c., in their own hands. If they will canvass the matter fully and freely, and let the school officers know what money is needed, it can be secured.

THE improvement which we effect by our schools this year, becomes an efficient instrument to mould and educate better next year.

A HEAVY LOSS.

WE pay very dearly for *ignorance* in this State, and in every other State, too.

It is an expensive luxury—to us. So far, we have had to bear its results by paying for it.

We are learning, however, so remedy the evil by substituting something better.

The Legislature of Missouri is composed of one hundred and seventy-five or eighty men, taken from among our lawyers, merchants, farmers and manufacturers—men of intelligence for the most part—but it seems that neither their individual nor their aggregated intelligence is equal to the wit, and cunning, and knavishness of a number of those who handle the money raised for school purposes.

In his official report the State Superintendent of Public Schools draws it rather mild by stating that "*hundreds of thousands of dollars are squandered and find their way into the pockets of individuals who have no color of title to them.*" In St. Louis county alone the schools have recently lost nearly one hundred and fifty thousand dollars."

That is what our *ignorance* costs us in this one branch of public service.

"Hundreds of thousands of dollars find their way into the pockets of individuals who have no color of title to them."

In other words, when the facts are officially stated that individuals *steal* "*hundreds of thousands of dollars,*" there is not intelligence enough in our one hundred and eighty law makers to frame a law to prevent it!

So our ignorance costs us hundreds of thousands of dollars in this direction.

What does it cost in other directions?

Ignorance costs; intelligence pays.

LET us remember that what we see is never the whole. The chaos is in our own minds, and comes from our limited understanding.

The Legislatures of the States of Ohio and Indiana are making efforts to pass compulsory school laws.

MANY teachers undervalue the importance of the school journal as a means of better preparing them for their work. The teacher who does not keep himself thoroughly well informed on all matters pertaining to his profession, falls short of that success which awaits the wide-awake and well informed members of the profession. Reading makes a ready teacher, and an intelligent, appreciative people as well.

We suggest that every one who expects to succeed in the school room, read and circulate a good school journal.

THE Indiana State Teachers' Association enrolled 362 members at its last meeting.

WHAT do you think of a "Teachers' National Mutual Aid Society," as outlined on page 10 by Prof. Brown? The plan seems to be worthy careful consideration. He will be glad to hear from our teachers on this matter.

THERE is an intelligent, law-abiding constituency of over *nine thousand*, who are at work conscientiously and industriously, to build up in Missouri the very best and strongest elements of productive industry.

They are our school teachers. The annual meeting to make provision for conducting the schools of the State is to be held the *first* Tuesday in April next.

We hope liberal provision will be made for paying the teachers for the work they do, at the end of each month.

OUR friend Wm. M. King, who has been for a long time past assistant editor of the *Rural World* and Secretary of the Missouri State Horticultural Society, has again established himself in the nursery business. We are sure those who entrust their business to him will find him competent and honest. His connection with the "Grange Movement" has given him a very large and valuable acquaintance, and from his intimate knowledge of the business and of the wants of the people, he ought to win, as he deserves, a large success.

IS IT BEST?—NO. 4.

WE present in this article of Dr. Harris' discussion of "The Division of the School Funds for Religious Purposes," first:

THE ESSENTIAL HARMONY OF CHURCH AND STATE.

Church and State differ in their attitude toward the real world. The church assumes a negative attitude toward it, making the world and all that it contains to be a finite and unworthy affair when compared with the object of religion, which is the attainment of the supreme ideal or reconciliation with God. There are, accordingly, two negative acts which go with religion: (a) devotion, theological, the negative act of the intellect by which the soul acknowledges its own infinite unworthiness and the utter nullity of all its finite concerns in view of the absolute ideal and its own reconciliation therewith; (b) sacrifice, the negative act of the will, the practical renunciation of selfish interests whenever they come in conflict with spiritual interests. The general relation of religion to this world is therefore negative. Its outcome would be nihilism if made the principle of the secular. The State and civil society, on the other hand, hold a positive relation to the real world. Man, as a natural being, is a brute, with brute necessities. Food, clothing, and shelter he must have. Secular institutions have for their object the transformation of crude selfishness into disinterested service of others. The brutish form of supplying one's wants shall give place to universal, non-selfish forms. By division of labor, for example, each one shall labor for all the rest, for society in the aggregate. By means of the universal solvent of property, i. e., money, he shall be helped in turn by all society, and far more potently than he can help himself. By organization and consequent renunciation of his mere animal individuality he becomes a person in society and acts directly for society, his deed being returned to him by society, purified from selfishness (or at least the form of selfishness) by this mediation. Thus the State and civil society organize the finite world of man into an institution which reflects the divine; for the divine possesses the reality of this mediation, to wit: the mediation of the individual man in his relation to God, who is the Absolute Person. Civil society reflects or adumbrates the divine by mediating the individual man through the community, his labor through their labor, his fruition through theirs.

In this sense, therefore, the religious and secular realms do not con-

flict, but mutually complement each other. Religion presents the absolute ideal and demands a reconciliation with it in the innermost depths of individual consciousness, at the sacrifice of all that is temporal, while the State and civil society seek only to mold the secular world into a reflection or manifestation of the divine idea by transmuting human selfishness into rational action. The religious world is the divine itself, the secular world is the manifestation or reflection of it. In religion, he who loses his life for Christ's sake shall find it. In civil society, the man who seeks to gratify his animal wants of food, clothing, and shelter, must first serve others, or labor at some employment. Directly supplying his wants he can be no higher than a savage, and even the savages have some organization of society in which the individual offers up himself to the whole and is in turn protected by the whole. By division of labor a greater miracle is performed. Each helps the others and the others help him. But he gets back a myriad-fold as much as his own unaided might could obtain. By his free will he dedicates his labor to society, and society with equal free will endows him from its stores. It is an act of grace, mankind meeting the devotion of the individual by a magnificent return. The organization of State and civil society furnishes to each one the possibility of participating in the labors of all, asking from him only the devotion of his own labor in return.

If it is desirable that the church should continue to exist as a reality in this world of ours, then it is desirable that the necessary condition thereof, or the State and civil society shall exist. Hence if religion or the church sets up the doctrine of the supreme importance of spiritual interests, and insists upon the subordination of all secular interests thereto, it must not apply this doctrine outside of the individual. If it attacks the organized institutions of the State and civil society with this principle, it will attack by the same action its own historical existence, and thus contradict itself. It directs itself outward in order to destroy the outward. It undertakes to annihilate the only possible divine form that the externality of man (his historical existence in time and space) can assume. For this can be done only on the principle of justice, as has been shown. Religious mediation is between God and the personal will of man, secular mediation is between the individual man and mankind. The salvation of the soul demands supreme renunciation. The salvation from barbarism demands

the sacrifice of one's potentiality, his right to be everything at once (all humanity), and the devotion of one's energies to a special calling and its minute details.

DISTINCTION BETWEEN RELIGION AND MORALITY.

Herein religion distinguishes itself from morality. The strictly moral duties concern the relation of man to man, and for this reason are all finite when compared with the content of religion. The moral world is moreover distinguished from the State in that it too, like religion, deals with the disposition, the heart, the motives. But as it relates to man in general, it herein resembles the State. The moral world has one factor identical with religion, to wit: the disposition of the individual man; and one factor identical with the State, to wit: mankind in general. Hence the secular relation of religion toward morality is likewise negative and destructive, just as it is toward the State. If the religious duty of the salvation of the soul should be alone heeded, and the individual occupy himself solely with this, all the moral virtues would die of neglect. The direct mediation of man with God would replace all finite mediation of man with society; people would flee to the wilderness in order to live a holy life as hermits, or seek seclusion in monastic cells, in their endeavor to realize a more direct communion with God. The beggar, who is the symbol of the utter annulment of the secular world, would again become the nearest approach of the worldly to the divine life. Such, indeed, he is represented in the *Autos* of Calderon. Productive industry and beggary are antitheses; in *The World Theatre*, however, the beggar takes the lowest place in this life, but, for this reason alone, in the next he stands higher than the king.

(To be continued).

THE New York *Graphic* says very truly that the Normal School system "is not only admirable in idea, but its value has been demonstrated by actual trial in this city, and wherever it has had a fair application. The course of instruction in these schools is thorough and practical. And for school boards to persistently ignore their existence and turn a cold shoulder on their graduates, to give employment to their own poorly qualified personal or political favorites, is unfair to the schools, a wrong to the State, and contrary to a sound public policy."

THE OFFICE of this journal in St. Louis is at 704 Chesnut street.

We shall be glad, always, to have teachers, school officers, and others interested in education, call upon us when they visit the city.

A Few Words on the Spelling Reform.

Editors Journal:

I SEND you "A Few Words on Spelling Reform," suggested, I confess, by the article in a late issue of the *JOURNAL*, in which the writer had evidently undertaken a task for which he was not prepared, if in truth he intended to represent the case fairly.

Such attempts can only prejudice thinking men against the undertaking, and my aim in this article is to place the magnitude of the task so clearly before their eyes that they will take increased interest in it, and at the same time suspend judgment until the masters have spoken and the work is perfected.

The masses are beginning to watch the spelling reform movement with interest, and a few words respecting the task our learned men are setting themselves may not be out of place.

And first permit me to say we want no partial reform. It must be thorough, sweeping reform; nothing less will answer. These are my reasons: 1st. A partial reform would find it hard to win favor, as all would be afraid to use it, lest folks would think they did not know how to spell. That this is no weak argument can be proven by the confession of the Norwegians that they would write our language phonetically more often than they do, were they not afraid that we would think they did not know how to spell it. We as a people are very sensitive on this point, because we know that oftentimes there is truth in the suspicion.

2d. A partial reform would only confuse, as we would be conscious for a long time that we were writing partly historically, partly phonetically, which is besides foreign to the American taste. We want the whole or none.

The Germans have proposed a compromise of this sort for themselves, but the case is very different, since their language is almost wholly phonetic as it is, while English is as near non-phonetic. They have also reduced all exceptions to a few simple rules, plainly a case very different from ours.

3d. A partial reform would be illogical, as there could be no good reason given in making so many changes, for not making the rest.

4th. A partial reform would be confessedly deficient, and would merely open the door for new attempts, which could only result in conflicting systems, and make confusion worse confounded—therefore we should deprecate all haste, and leave this matter in the hands of those who are confessedly masters in this department, holding ourselves in readiness to heartily further that upon which they may decide.

5th. A partial reform would have to contend with all the conservatism of the educated; an acknowledged makeshift, it would be adopted under protest, if at all, while a full reform would accord with much in the American character, and having the ap-

pearance almost of a strange language, would at first be viewed as an accomplishment, and without doubt find many strong advocates.

In short, I know of no argument for a partial reform which will not hold equally well for a full reform.

Granting then that a full reform is demanded, let us glance at the task our savants have undertaken, that we may be able the more fully to appreciate their work when they shall have accomplished it.

First, our alphabet must be extended. We have but one superfluous letter in our alphabet, the letter *c*, and many letters have more than one sound. Taking the consonants first, we have two simple sounds which are represented by the symbol *th* as in *think* and *this*; two sounds of *s*, one dental, the other palatal, as in *sink* and *sure*, besides one which could be transferred to *z*, as in *rose*; two at least of *n*, one dental, the other guttural, and a class as we think, which we do not find fairly recognized by any authority, viz: the palatals, as *ch* in *church*, which is a simple sound and should have a simple symbol; also *t* in *nature*, which we consider the same sound, a palatal one. We know that in this we speak without the book, for even Prof. March (Gram. Anglo-Saxon, p. 21), under assimilation of dentals and gutturals, in giving the sound equivalents of the dental *t* and *it* in *question* and *soldier*, gives the former as *tsh*, the latter as *dzh*, and is supported by Ellis, who however remarks that some do not detect the dental. That we confess is the case with us, and we think many Americans are in the same predicament, so that it would not be expedient to place such a distinction in an alphabet designed for general use. But this is but one of the many questions they have upon their hands. Let us turn to the vowels, the greatest puzzle of all.

The English language appears to have advanced at least one step in vowel change since adopting its vowel notation, consequently it agrees with no other language, while most other kindred languages agree in general. There seems but one plan feasible, a return to our kindred in notation, not in pronunciation, for that is impossible. That will necessitate a complete or nearly complete change in long vowels, long *a* is long *e*, long *e* long *i*, long *i* the diphthong *ai*. There are also other diphthongs which are now represented by simple vowel symbols. English is exceedingly rich in shades of vowel differences. How shall these be marked, or shall they go unmarked? Shall the vowels when modified by a neighboring consonant, as *r*, receive any special notation?

Shall we distinguish between long and short vowels by some mark as some languages do, or with others leave them unnoted? The German method of doubling the vowel or inserting *h* is bungling and would hardly be countenanced, and our method of leaving a silent *e* at the end would

have to be made uniform, and could then cover but part of the cases.

The subject is a difficult one, and we do well to cry hands off to all amateurs, and hold ourselves in readiness to hail as national benefactors those savants who may offer a system which will meet all the requirements of our mother tongue. And finally when it does come, let us give all our energies to the furtherance of it, that the next generation may not be fettered by a language which shall require, as now, one-half more time than it needs to learn to write it properly.

NEW HAVEN, CONN.

COLORED TEACHERS' MEETING.

Colored Teachers for Colored Schools—Mixed Schools—Dr. Shannon—Judge Krekel—Dr. Laws.

Editors Journal.

THE Colored Teachers' Meeting recently held in Jefferson City was composed of many of the most intelligent colored men and women in the State. The first day was occupied in considering the material condition of the colored schools in the State, and the injustice of employing white teachers in these schools, when competent persons of their own race can be found. It was ascertained that the colored school buildings, with few exceptions, were badly suited in structure, ventilation, room and furniture, to common school purposes, and not such as the laws of the State made provision for. Upon this question P. H. Murray and F. H. Lawther took decided positions. They maintained that though sections 73, 74, and 75, of the school law established colored schools, nevertheless this law provided that in all other respects, except the mere fact of separation, the terms and advantages of said schools should be equal to others of the same grade in their respective districts, cities and villages.

This law is frequently and grossly violated. Colored primary schools are in most instances held in basements and huts, without desks or suitable furniture, while other primary schools are amply furnished; and this is true of other grades.

Upon the employment of colored teachers, the convention was favored by an able speech from Dr. Laws, President of the State University.

The fact that the Board of Education in St. Louis, the negro population of which is 40,000, absolutely refuses to employ any colored school teacher, was denounced as an outrage upon the claims of the race, and upon the proprieties and privileges growing out of the situation.

A delegation from the convention, headed by Prof. Agee, waited upon the county commissioners to consult with regard to the improvement of the schools, and were favorably received. The commissioners recommended a petition asking the Assembly for an improved system of county supervision.

The mixed school question coming

up, P. H. Murray said that the State had no right to discriminate between the races. A separate court house, a separate system of criminal laws, separate polls to vote at, were as reasonable as separate schools. Mixed schools would reduce taxation, abolish the antagonisms between the races, and solve the problem of many vexatious questions.

F. H. Lawther thought that so far as right and justice were concerned, the schools should be mixed, but from the standpoint of policy, with public sentiment against us, however unreasonable that sentiment, it would not be wise to urge that claim now.

G. W. Guy and J. D. Bowser spoke in the affirmative.

The reading of papers occupied the afternoon and evening hours of the last day's session.

Prof. Mitchell, Principal of Lincoln Institute, read a paper on the relations of the institute to the common schools of the State. He spoke of the pressing need of thoroughly trained teachers, and the inability of Lincoln Institute to meet this need, notwithstanding it sent out annually from 30 to 40 teachers. He asked for a larger appropriation from the State, to meet the expenses of the school, increase its facilities, and liquidate the debt.

His suggestions were supported by a series of resolutions from the convention, asking that the entire property of the institute be turned over to the State, and that it be placed upon the same basis as the State Normal Schools.

Willis N. Brent of Booneville read a paper, "The Work of the Teacher." It was especially interesting for the beauty of its diction, and the care, scholarship and thought indicated in its composition.

P. H. Murray of Louisiana, read a paper on "Our Mother Tongue—How to Teach It." It suggested a scheme for the formation of a mental grammar, and contained many new points. The composition was full of strong Saxon words, quite humorous and brilliant, and adorned with fine word pictures, among which was his "Modern Evening at Home," in contrast with the times of the irritable Dr. Johnson, when the homes of England were made merry with song and talk.

Quite a novel feature of the exercises was Miss Jeanette Davis' talk about the poets.

J. D. Bowser of Kansas City, gave a deal of practical advice in his paper on "What Instruction is of Most Worth to the Colored People?" It was thorough and exhaustive, and treated upon morals, manners, dress, economy, and other subjects purely practical. His style bore many traces of culture.

Joseph Pelham of Hannibal, on "Penalties, and their Use in School Government," displayed high powers of discrimination. The paper was read with force and point, and gave evidence of the gentleman's experience in school management.

Other papers were read by J. H.

Cole, G. W. Guy, Wm. Cross, and Prof. Newton.

Gen. Johnson being called, expressed great sympathy for popular education. He was followed by Colonel Waters, a lawyer of distinction, who said that though he had been brought up among colored people, he had been always skeptical of their ability until now. The papers he heard read convinced him that the colored man possessed high powers of original thought and expression. He declared that these papers could have been read with profit and instruction before the other association.

Dr. Shannon, State Superintendent, spent an afternoon with the convention, answering questions and explaining the laws with regard to the establishment and support of colored schools.

Judge Krekel of the United States Court, was chosen honorary member, and took an active part in all its doings, displaying his usual interest in the educational work of the State.

Prof. P. H. Murray introduced the following resolution, which created considerable discussion on its passage:

Whereas, The constitution of the State makes provision for the establishment of colored public schools, with advantages equal to other schools of similar grade;

Whereas, In the majority of school districts in the State colored school houses are inferior in structure, inadequately furnished, and ill-adapted in room and appointments to the educational needs of the race; and

Whereas, Having separate schools, we should enjoy all the advantages springing out of the separation, one of which is colored teachers for colored schools; and

Whereas, In St. Louis, the metropolis, and in many of the school districts, colored public schools are taught by whites; therefore,

Resolved, That we elect a committee of nine, the members of which shall have power to organize associations in the various districts, whose object it shall be to bring before the proper authority, when practicable, the condition of the schools, the propriety of having colored teachers for colored schools, and by various methods and agencies increasing the educational work among our people.

F. H. L.

Real action is in silent moments. The epochs of our life are not in the visible facts, but in a silent thought by the wayside as we walk, in a thought that reverses our entire manner of life, and says: Thus hast thou done, but it were better thus. And all our after years like menials serve and wait on this, and according to their ability execute its will.

A true friendship will act generously all day and every day, and be silent.

The look of sympathy, the gentle word Spoken so low that only angels heard, The secret art of pure self-sacrifice Unseen by men, but marked by angels' eyes.

These are not lost.

Methods of Discipline and Instruction.

BY WM. T. HARRIS.

THE method of the school is two-fold, as related to the will directly, or to the intellect: (a) Method of Discipline; (b) Method of Instruction. The former is more directly moral, the latter intellectual.

The primary fact of human nature is the participation of each in the life of all—upon this depends all progress from barbarism toward civilization. The great practical lesson for the youth to learn is how to combine with his fellows so as to aid and not to hinder them. Each individual of the community must reinforce its result and not weaken it. Not only this, but each individual must so act as to reinforce himself—the efforts of one moment, day or hour, must be such as to combine with those of the next, and produce an aggregate result. The total of the separate endeavors must be directed to one focus, and days be reinforced by the years.

This great lesson of combination with one's fellow men by the individual man—and of the particular moments of time into one grand result—is the one lesson of school discipline inculcated under never so great a variety of forms.

(1) There are punctuality and regularity; without them concert of action is destroyed, time wasted, labor wasted, and mutual confidence weakened. A school without regularity and punctuality is, as we express it, "demoralized."

(2) Next there is silence—self-control as manifested in the repression of the impulse to prate and chatter. Human character gains in depth only through the ability to hold back the impulse to immediate reaction against one's first impressions, and to allow the second and third and subsequent impressions to follow, until the permanent and invariable is discerned amidst the shifting surfaces. Distraction is the effect of noise; silence is the parent of attention.

(3) Attention in school is of two kinds: (a) to one's own work, absorbed in individual investigation regardless of the occupation of one's fellows, and (b) to the work of others—as in a class recitation wherein each pupil is alert, watching the process of interaction between the minds of his fellows and the teacher; himself participating. The pupil's industry consists of these two kinds of attention.

With the power of attention, moral and intellectual forces unite. Attention is intellect acted upon directly by the will, and without such combination with the will, there is no such thing as higher insight or thinking.

Moral instruction in the form of disciplining the pupil into habits of truthfulness, honesty, courtesy, justice and kindness, belongs incidentally to the school, and depends largely upon the *personelle* of the teacher. All virtues fasten easily to the child when he has once broken up his animal naturalness by the habits of strict punctuality and regularity, si-

lence, attention and industry. For industry denotes the ascent above the stage of immediate animal enjoyment, and the attainment of gratification through self-sacrifice. Self-sacrifice for a rational end is the root of the moral tree. Without this in its elementary forms of regularity, silence, attention and industry, all formal inculcation of morality is a painful farce.

As regards the method of instruction, there are the so-called oral and text-book methods. The oral method is the liveliest and most inspiring. The teacher is the fountain of information, and the pupils are kept alert by causing them to contribute their knowledge and criticisms to the subject as it develops. The defects of the method are: (1) its liability to throw most of the work upon the teacher and too little upon the pupil. The object of the school is to make the pupil work rather than the teacher. (2) If in order to give the pupils work to do in the preparation of their recitation, the teacher falls into the habit of dictating lessons to pupils, the danger is that the pupil wastes most of the time devoted to recitation in constructing a poor quality of manuscript text-book, and the recitation degenerates into a monotonous and profitless affair.

Again, the teacher being the fountain of information in the purely oral method, there cannot be without discourtesy that freedom of discussion of the views of the source of information as there can when a text-book is used, in which teacher and pupil have no further interest than to prove its truth.

The text-book method has the advantage in developing, in the best manner, the first kind of attention above described—that of absorption of the pupil upon his own work, utterly oblivious of teacher or fellow pupils. When the pupil has mastered the subject, as he thinks that it is presented in the book, the well-conducted recitation tests his work, and exhibits to him the different constructions which may be put on the same words; it enlarges his view of the subject, shows him where his own powers of critical attention have failed, and where he has been more acute than his fellows, and thus tends to equalize and develop all of his faculties. It develops in the happiest manner the second species of attention—that of watching a process of thought about a subject carried on dialectically by fellow pupils and teachers—a process in which insight into human nature is developed more rapidly than in any other way. The defects of text-book instruction are: (1) It tends to make the teacher indolent, and to let the pupils confine their recitation to the words of the book, thus exercising only verbal memory. It is apt under these circumstances to be monotonous and dull, dogmatic and mechanical. The teacher scarcely investigating the subject beyond the words of the text, and by use of the book in recitation,

to dispense even with the mastery of the text. (2) The use of a ready made text-book has the further disadvantage that the teacher takes the order of presentation in the book for granted, and does not discover by original attempts at the unfolding of a subject, what the principle is that guides one from topic to topic. Without this knowledge of the genesis of a subject, the highest and best part of the teacher's work fails.

The method of "original investigation," as I have named the highest method, is that which combines the advantages of both the former methods: (a) secures the first and second species of attention; (1) independent industry, and (2) critical investigation of the results of others, and in addition puts itself in the place of the teacher in the fact that the pupil is taught how to study the evolution of a subject for himself, and to learn not merely its dead results, but its living, historical process. He is taught how to make a text-book as well as how to critically examine and verify one. He is taught how to inaugurate and conduct original investigations upon a subject, whether that subject be a thing of nature requiring the use of the laboratory, the microscope, or the scientific expedition, or whether the subject be a thing of the mind, requiring the analysis of patient thought, or the laborious historical research and sifting of authorities.

CLOSE COMMUNION.

NOT theologically, kind friends, but intellectually, socially. There are certain topics of thought in your letters we would like to discuss a little. This life of ours is a problem. It is less our work than ourselves that puzzles us. We well know that the fault "is in ourselves, not our stars, if we are underlings," but just how to reach the serene upper air, to stand on the firm foundation requisite, this is the problem. There is inspiration in the fact that others, too, are nobly toiling, that others have the same obstacles to conquer, the same trials to meet, the same difficulties to contend with—and that they have conquered indolence and selfishness, the two greatest barriers to the higher life. Not long since one of our "noble army of martyrs"—*alias* teachers—wrote:

"To me life has not seemed a growth. I cannot measure a step, it only shows where the years have gone. Why is my life so hemmed in? I see a beyond and cannot reach it. I see a might be, but walls impenetrable surround it on all sides. I must wait the workings of time."

Now we do not intend criticism, but sympathetic comprehension, only, of our friend's needs in the words we would offer. Margaret Fuller said the object of life was *to grow*, and we must all acknowledge that *unless* life is a growth it is a failure. Just what constitutes this growth is quite another question. It is not alone brilliant achievements that stamp life with a seal of greatness.

The best, the noblest achievements, are not the gains of prominent position, of intellectual culture, of an ambitious career, however lofty the standard of ideal attainment; but of character, the victories which the better part of our natures gain over the worse; the serene strength that comes when we have successfully resisted enervating despair, and conquered the tendencies that drag us downward—that make us content with cheap things; when we have overcome our own selves and have resolved, come what may, to shape our lives by models that are pure, and sweet, and unselfish; that are high, and noble, and serene. Life may be "hemmed in" by circumstances beyond our control. It may be *narrow*, but it can always be deep and high. If we had a clearer vision, a finer sense of hearing, if we did not go around so "wadded with stupidity," as George Eliot says, our lives would be transfigured before us. One of our most eminent Western divines, Rev. Dr. Snyder of St. Louis, preached not long since on "The Common Blessings of a Day," and perhaps none of the vast congregation who went out after listening to that discourse, but that saw life glorified, exalted; that took each day as a lifetime in epitome. Personal ambition is a rock on which lives wreck themselves. The fairest and most beautiful success of life—the success of one's own character—is one that the world can neither give nor take away. Achieving this, your life is a grand and triumphant success, and failing of it, not all the wealth of a Rothschild, nor the fame of the proudest name on earth could redeem your life from utter, blank failure.

If God had made our life success dependent on the gain of worldly position and honors, the human lots would, indeed, seem very partially, and even unjustly, distributed. He has not. The highest gain, the success for time and eternity, is in our own hands, of our own shaping, with the tender help of Him who giveth—giveth, notwithstanding our own unworthiness—and upbraideth not!

LILLIAN.

A VALUABLE WORK.

A Washington correspondent of the *New York Tribune* says:

During the Centennial Exhibition numerous friends of education expressed a strong desire that the data there available for a comprehensive report on that subject should be thoroughly utilized. But since the plans of the commission did not include full reports upon any of the 28 groups of the Exhibition, the appeals of educators and of educational associations in this behalf proved unavailing. Toward the close of the Exhibition, however, the foreign commissioners, many of whom are zealous friends of education, took up the matter and finally united in a formal appeal to Dr. John W. Hoyt, author of the official report on education in connection

with the Paris Exposition of 1867, requesting him to undertake the preparation of a "general report on the recent progress and present condition of education in all countries." They offered a liberal fund to meet the expenses incidental to its preparation, no doubt being felt that the Centennial Commission or the Government of the United States would provide for its publication.

This notable request, signed by the acting chiefs of all the foreign national commissions, and sustained by like appeals from the judges of the educational group, and from other high sources, met with an affirmative response, and Dr. Hoyt is now in this city engaged upon the work. He is specially qualified for the task, having been President of the International Jury for Education at the Vienna Exhibition, and Secretary of the Board of Judges for Education and Science at the Centennial Exhibition of 1876.

WHY A SURPRISE?

THE New York *Graphic* of late date says: "It will be a surprise to most people to learn that an important step is now being taken looking towards the equal education, though not necessarily the co-education, of the sexes in this city. The faculty of the New York University, headed by its learned Chancellor, Dr. Howard Crosby, have for some time favored a proposition to afford to young women an equal opportunity with young men to secure the benefits of an advanced course of study. They foresaw difficulties in the way that at first appeared insurmountable, but at last determined to bring the matter to an issue. Accordingly they laid the subject before the Council of the University at the February meeting, the Chancellor being able to state that the faculty were unanimous in its favor. The Council after considering the question granted permission to the faculty to make the attempt, and instructed them to mature a plan of operation. This is now being done, and a report will be made to the Council at its next meeting, on April 5."

It is rather a grim joke than a matter of serious consideration, we should hope, "to charge the female students" while the tuition is free to male students.

We underpay female teachers all the time, and when at last a proposition is made to give them the advantages of a University course, it becomes necessary "to charge the female students" while tuition is free to male students.

Chancellor Crosby says the design of the faculty is to teach the female students all the branches they may desire to study, and to the extent they may desire, in law, medicine, sciences, or *belles lettres*.

It is said that efforts are being made to add materially to the available pecuniary resources of the University, and if they are successful it will be possible to make the course free to

all. This is greatly desired by the faculty.

Dr. Crosby is connected with the Wellesly College for girls in New England, and is a Vice President of Vassar College. He is well informed on the subject of female education throughout the world, and is greatly encouraged by the progress it is making in England. Although Girton College is the only institution in that country which in form corresponds in all essential respects with colleges for young men, yet there are other institutions where the highest branches are taught, and taught thoroughly, to young ladies. There are many ladies of influence, some of them of noble families, interesting themselves there in the subject. Of late years there has been an increasing disposition in England to dispense with the lighter and so-called ornamental branches which have usually constituted the stock of female education. The two universities also have been feeling their way to an advance, and are now actually pushing the cause. Professors from Cambridge and Oxford occasionally leave the university temporarily to give courses of lectures in other towns, and diplomas are awarded to the students who profit by them.

ITEMS.

THE *Clinton Democrat*, Henry Co., Mo., has this good word to say of the Teachers' Institute recently held at Clinton, the County Seat. After a full report of other interesting points in the proceedings, the *Democrat* says:

The general verdict is that the Institute has been a success, and we congratulate Prof. Clagett upon the happy and pleasant termination of a series of instructive and interesting exercises that are due mainly to his activity in getting up the Institute. Steps are on foot to hold another Institute during the Spring, which we hope will be pushed to completion. There is nothing more beneficial to teachers, nor adds more stimulus to patrons, than to be brought face to face, that notes may be compared, the field reviewed, and a better understanding had of the various duties of each.

Prof. Clagett, the able Superintendent, has the earnest co-operation of the teachers and school officers, and he is with their assistance, building grandly and permanently, a system of schools which will help to draw capital and insure enterprise and a lasting prosperity to the people of that section of Missouri.

Newton County.

The teachers of this county held a session of the Institute at Newtonia two days during last month.

Public sentiment is not yet up to the point of sustaining a county commissioner in his work all the time.

If more copies of the JOURNAL were circulated by the teachers so as to post up the people—that is, give them something to read on educational topics instead of leaving them

to feed on the husks of the partizan press, we should not have to submit to such a continuous depreciation of the work done by our teachers and school officers. Our efficient county superintendent, Mr. Livingston, organized district institutes last year in all parts of the county, and many of them are yet doing vigorous work.

Our teachers are most of them intelligent and efficient, although we are here next to the Indian Nation.

The writer addressed an audience at Seneca, within a stone's throw of the Indian Territory, composed of intelligent, appreciative people, fully as much so as if he had been speaking in New York or Ohio.

We need more copies of the JOURNAL circulated among both the teachers and the people, so as to keep them posted up.

You will hear again on this point, from Yours Truly, M.

[We hope to hear again and often from our friend.

The facts are as he states them.

If we want better legislation for schools, if we want taxes levied and collected to pay teachers promptly and fairly as other people are paid, we must show the tax-payers what our teachers are doing, and the necessity which exists for this work.

If the people would read something more and something better than the partizan papers, on educational topics, our teachers and school officers would fare better than they do now, and in order to secure this our teachers must read and circulate such papers as will keep the people well informed on what good schools will do for them. We shall hear no further complaints when teachers do their duty in this respect.—Eds.]

Don't undertake to get over the fact, or to get round it, that it costs something to pay teachers and to defray other expenses of sustaining your schools.

The law provides a way to secure the money necessary to do this—so let it be done according to law.

The investment is a good one. If a competent, skillful teacher is employed, the people will get the worth of their money many times over. A large number of school officers will not employ an inexperienced, incompetent, untrained teacher, at any price. Sensible.

So bury your griefs out of sight, deep, where the eye of the world cannot see, and over them sow with a bountiful hand the seeds of Christian virtues; and from the ashes of your dead hopes shall spring up a living growth of patience and faith, and charity and love, beneath whose waving shadow your soul shall sit calmly down in the solitude of a serene life, waiting the voice of the Lord.

Great souls feed and grow on what humbles smaller ones to the dust.

It is as real a loss that others should be low as that we should be low, for we must have society.

A number of County Superintendents have republished for circulation at their own expense, the admirable and unanswerable arguments we have presented in this journal for maintaining the office of county superintendent of schools. We fear it was not done early enough to have the desired effect in all cases. If our law makers would read these arguments we should have no fears. The trouble is that they read the partizan papers almost exclusively, and they do not get much from them showing the necessity for efficient supervision.

Yes, it is so. A larger number of efficient, interesting Institutes are being held this spring than ever before; meetings, too, which not only help to improve the teachers, but meetings which interest and help the tax-payers to an appreciation of the good work our teachers are doing. Such Institutes do a double work. Let us have them multiplied.

We have some of the best things ever written for this journal, left over this month. We ought to double our pages or publish semi-monthly—which shall it be? We could do either or both if one-half our teachers would read and circulate this journal.

It is said to be a fact, by those entirely competent to make the statement, that ability to read and write adds one-quarter to the productiveness of the rudest manual labor, or in other words, if men who cannot read and write could earn one dollar per day, by adding the ability to read and write they would earn 25 per cent. more, or one dollar and a quarter. If we add this 25 per cent. to the whole number of illiterates in the United States, we shall find it more than the entire cost of the schools of the whole country.

Ignorance is loss. Ignorance makes cost. Ignorance is limitation of body and mind. Intelligence pays.

It requires effort to become a successful teacher. Teaching must be made a study. Those who have succeeded best have made it a life work. Teaching opens to young men and women a grand field, both for self-improvement and for doing good. We have no word of encouragement for those who teach for pay, for dollars and cents only, but there is a higher incentive that impels the true teacher.

THE cost of a single criminal is often greater to the community than the liberal education of a half-dozen young men. People will pay the former without complaint, but hesitate when called upon to pay a liberal school tax. We must enlighten the people.

DR. HENDERSON of Kentucky, says that it has been decided that "furnishing" does not simply mean the purchase of desks, buckets, brooms, stove, &c.; but also maps, charts and blackboards—essential aids to the teacher in imparting instruction.



J. BALDWIN
G. L. OSBORNE
J. B. MERWIN } Editors.

KIRKSVILLE AND ST. LOUIS, MARCH, 1877.

TERMS:

Per annum, in advance.....\$1 50
Single copies.....15
Eight editions are now published each month.
Advertisements go into ALL the editions.

PRICE—POSTAGE PREPAID.

Please remember that in addition to the subscription price, \$1 50, 10c must be sent to prepay the postage of this paper for the year. This is in accordance with the United States law, which makes all postage payable in advance at the mailing postoffice, instead of at the receiving postoffice of the subscriber's residence.

IT MUST BE DONE.

BEFORE the children can be instructed to any great extent, a place must be provided for them to gather together. Our teachers, many of them, do themselves injustice by trying to teach where all the surroundings go to insure defeat rather than success.

Dr. Henderson of Kentucky, in his Manual of School Architecture, says:

I have diligently studied the subject, and by keeping my eye upon school journals, catalogues of school furnishing establishments, and apparatus manufacturers, I have been able to select such illustrations and plans as were suited to my purpose. I have applied to the owners of the electrotypes, and found them in nearly every instance willing to donate their use for the illustration of this Manual. If I had been necessitated to pay designers, engravers, and electrotypers for the cuts employed, they would have cost thousands of dollars.

I am principally indebted to "A Manual of School Houses," by G. Thurston Chase, published by the United States Government, THE AMERICAN JOURNAL OF EDUCATION, St. Louis, and the works of Barnard, Downing, and Ruskin.

"The riches of a Commonwealth reside in the producing power of its people, which is largely dependent on physical health. Whatever, therefore, contributes to the conservation of the body, is a considerable element to be regarded by those having charge of the places in which the business of public education is carried on.

Where school houses are convenient and comfortable they superinduce those physical conditions of ease so essential to the inauguration of a love of study, and in that, of the achievement of proficiency in scholarship.

As a State Superintendent of Public Instruction, we have traveled ex-

tensively, with an observing eye always upon the agencies of education. We have been frequently mournfully impressed that much of the value of instruction is lost on account of the uncomfortable arrangements which surround many teachers and pupils. We have seen many school houses with not a single pane of glass in them, and where the only light that could rejoice the eye had to stream through some uncouth opening, without anything to distribute its rays and soften its passage to the eye. Those who understand the hygienic value of sunlight, in connection with proper ventilation, will perceive how disastrously the health of children, confined in rooms imperfectly lighted and aired, is affected. Many, too, of the school houses that we have seen have nothing but backless seats made of slabs or puncheons, and these often so high from the floor that the smaller children could not touch it with their feet. Think of the cruelty of confining tender urchins upon these hard seats, without pedal or spinal support, for six hours in the day! Nothing but a terror of the ferule or the birch could keep a little child quiet in such a condition; and to suppose that he studies is just as absurd as to postulate that the Legislature could mature a perfect school bill while impaled on the inquisitorial rack. Every one has noticed, who has visited country schools, the many subterfuges resorted to by children to change places, by going to get a drink of water, by asking permission to stand by the fire-place, or to go out. This restlessness is caused by positive pain—all the more severe to children because of the sensitiveness of their bodies."

We are glad to have the services of this journal in this direction acknowledged thus—though we have letters from almost every State in the Union, giving equally strong testimony of its value to school officers and others, in building and furnishing school houses. For, before our teachers can do much to earn their money, the school house must be built and furnished.

RIGHTS INVOLVE OBLIGATIONS.

HERE you have the whole argument in a nut-shell—in an admirable paper on "How Far Should the State Educate?" by Henry E. Sawyer, Superintendent of Schools in Middletown: Conn.

"The State is an organic whole, and not a loose aggregation of unrelated units. It is vital with a life which it has no authority to surrender. It has certain rights. It rests under some obligations. It is under obligation to live, and so has the right of self-defense and self-preservation. It is bound to see that justice is done between man and man, and that every one of its members is protected in the enjoyment of his rights. It must prevent trespass, protect property, reputation and life. It must maintain hospitals, alms houses, and pris-

ons. These and other obligations resting on society imply rights corresponding in character and extent. It is surely as lawful to prevent the development of criminals as to detect and punish them when grown. If the weak and helpless can be rendered self-supporting, it is better than to take care of them at public cost.

The bearing of these principles on the question before us is evident. We believe that education by systems which a State may properly adopt and in methods that the public may rightly use, can be made, to some extent, a safeguard to the public welfare and to the social health. It increases in individuals the capacity for supporting themselves and their families. It trains to habits of obedience and self-control, and diminishes the amount of crime. Without education men are not fit to discharge the duties of citizens, either in private or public station, in peace or war. Because ignorance tends to increase and education to diminish poverty and crime; because a State needs intelligent officers and peaceful people; and because it is the duty of society to guard the rights and seek the welfare of its individual members, it is the duty of a community to maintain a system of public instruction adequate to the education of all its youth. On these grounds, our State, like many others, supports public schools. To the rich man and to the poor man it sends the assessor and the collector, and each has to pay his tax. It assesses this tax not only on the property of voters, but as well on that of women and minors, who have no voice in directing the expenditure of the funds thus raised.

COMPULSORY EDUCATION.

PROF. SAWYER says that as this general taxation for the sake of universal education is just and right, all reasons of public policy and public safety which justify it, all considerations of benevolence which warrant it, justify and demand the taking of another step, which must be taken soon and generally, and with the same sort of thoroughness with which taxes are assessed and collected; and that step is to make education, to some extent, compulsory. If the State may say to a rich man, "Give me of your money that I may train and educate those who are soon to be my masters," surely it may say to a poor man, though it cause him some inconvenience, and to a vicious man, even though it may diminish his means of indulgence, "Give me of your children's time, that I may qualify them rightly to discharge the duties of citizenship and wisely to exercise the powers of government." Tax-payers have a right to demand that the opportunities for education which they provide shall be fairly improved, and if any children are growing up in ignorance the State should interpose. With watchfulness that cannot be evaded and power that cannot be resisted, it should

see that its generous provision be not squandered, its wise design defeated through the inefficiency, wrong-headedness or parsimony of parents. Logically this conclusion cannot be avoided. Practically it must be resented, or public schools fail precisely at the point where success is most essential, failure most dangerous.

IS NOT THIS CORRECT?

IT is well, now and then, to state, and restate the "function" of the school as understood by those most competent to give exact definitions. Superintendent Stone, of Springfield, seems to have got at the root idea of "the Fathers" in the following which we commend to the attention, not only of the teachers but the pupils and tax payers. Supt. Stone says:

"Our ancestors believed in the democratic idea, that man is not made for the State, but the State for man, and for his protection in his rights and liberties. Thus recognizing education as a conservative power in the State they also believed that it must be universal and free; that children are the wards of the State, and have a right to be educated; that it is the right and duty of the State to develop and direct, not only its material resources, but the capabilities and energies of its people. In fact, our fathers gave tangible expression to the sentiment since uttered by Carlyle, that "The test of government is to educate men." Two centuries and a half of legislation, both by its positive enactments, and by inferential interpretation, as expressed by the highest judicial authority, amply confirm this view of the relation of the school to the State. In the fulfillment of its proper office, then, the aims of the school in its relation to the child must be:

1. It must recognize the higher nature of the child, and strive to lift him above mere animal existence; to enlighten his understanding; and to see that his moral nature is cultured and chastened that he may be kept from the despotism of passion and vice, to be made fit for the duties and enjoyments of an intelligent citizen.

2. Such a knowledge of the human system, of its laws and functions, and of hygiene, as is necessary for the preservation of health and bodily vigor.

3. The child should be taught the proper use and control of his organs of speech; a knowledge of language sufficient for the expression of thought, and for the business and social intercourse of life; the elements of mathematics and their application; and such a training of the hand as is necessary and useful in penmanship, and in practical drawing as related to industrial pursuits.

4. The acquisition of useful knowledge, if not the highest aim of school work, is, nevertheless, a very important part of that work. The mind thrives upon such knowledge, as does the body upon its appropriate nutriment. While making such attain-

ments, the learner tests his knowledge and powers; theories have their application, and the well instructed pupil becomes the intelligent business man and member of society.

5. The character of the individual determines the character of society and the State. Schools must therefore aim to give, as far as possible, by appropriate studies and training a harmonious development of the faculties and of character. There are certain great principles whose importance is so generally, and, I may say, universally recognized, that those principles become legitimate subjects for instruction in the public school. They relate to truthfulness and integrity; filial affection and patriotism; obedience to law, and a respect for the rights of others and for the customs of society; gratitude for benefits received; habits of attention and self-control, of industry and frugality; an interest in the public welfare; a disapproval of whatever is wrong and unworthy, and an approval of all that is true and noble.

In thus outlining the scope of school work, it should be borne in mind that no education is carried on wholly in the school, nor completed there. There are many other agencies and influences, with which the teacher and school authorities have no direct connection.

The details for accomplishing the objects above enumerated must, of course, be determined by those upon whom devolves the immediate control of the schools. Remembering that the schools are of the people and for the people, and also that the higher grades have an elevating influence upon those below, we strive to secure the greatest good for the greatest number.

ONE work only, have we on hand, whether we are engaged in a public or a private school. Let there be fraternity and co-operation, and rivalry only to do the most and secure the best results.

There is no antagonism, and should be none, between the private and public schools. Each helps the other, and the more education we give the better.

IT OUGHT TO BE STATED AND RE-STATED that this JOURNAL OF EDUCATION will show the people who pay the taxes not only what our teachers and school officers are doing, but the necessity for this work as well; when the taxpayers understand this they will provide for the more prompt and liberal payment of the expenses necessary to sustain the schools; hence the teachers and school officers should see to it that copies are taken and circulated in every school district in the United States.

N. B.—Remittances must be made by Post Office orders or registered letters, or draft on this city. We are responsible for no losses on money otherwise sent. The subscription price, including postage, which must be prepaid, is \$1 60 a year.

DR. WM. T. HARRIS, Superintendent of the St. Louis Public Schools, addressed the Massachusetts and Illinois State Teachers' Associations on "The Educational Significance of the Centennial Exhibition." He spoke of the æsthetic effects of the exhibition, which he considered an important item in estimating its educational value. Its effect on the directive power of the country was very great. He reviewed the different departments of the educational exhibit at Philadelphia, considering that of the mechanical and industrial drawings the most notable, and the kindergarten of the next importance.

Dr. Harris says that miscellaneous books and papers which do not belong to the schools, but succeed them, are among the most potent educators in the civilization of to-day.

CAN our teachers expect the people will be deeply interested in a subject about which they do not read much and know less?

The politicians circulate papers, hold meetings, send speakers to every school district, and keep the people posted on the objects they wish to secure.

Do our teachers do this? Do they circulate papers? Do they get up meetings? Do they keep the facts in regard to the cost and loss entailed by ignorance, and the worth and wealth of intelligence before the people? Do they?

A PROTEST! A REMEDY.

IT seems to be an easy thing to find fault, to scold, to denounce, but the wit and wisdom and patience to suggest remedies, these are in perpetual demand, and that individual is a blessing to the race who most clearly and successfully points out the way to remedy existing evils and who puts the people in the way of intelligent progress in the right direction. Hon. H. A. M. Henderson, Superintendent of Public Instruction in Kentucky, has in obedience to the requirements of the laws of that State, published for distribution among the school officers and teachers a manual for building and furnishing school houses which we are sure will be of incalculable benefit to the children and people of that and other States.

Dr. Henderson says:

"We maintain that a tasteful, healthful, and comfortable school-house can be erected at as little expense as are those ungainly, life-destroying, education-defeating caricatures that so thickly dot and deform the State, and tend to defeat the great cause of Popular Instruction.

Good school-houses ought to be built upon approved plans furnished by experts in building, under compulsory legislation, in every district in which a public school is established. The interests are too great to be left intrusted to local ignorance or cupidity.

Good school-houses ought to be immediately built, upon a uniform plan furnished by the State Board of Education, under compulsory legislation, in every district in the Commonwealth. The tax necessary to effect this desirable consummation would be small and temporary, and set this perplexing question at rest for forty years. The effort would only require a slight spasm of energy, and when the work was completed, every one would feel better, and know that a substantial step of progress had been taken. It would be a thousand times greater charity to the State than the erection of a score of hospitals.

A PHYSICIAN'S TESTIMONY.

Dr. Henderson says an eminent physician was appealed to upon the subject, and he returned the following information in regard to seats and desks. (Page 171).

"First, as to the ill effects of high and narrow benches, and seats without backs.

"High and narrow seats are not only extremely uncomfortable for the young scholar, tending constantly to make him restless and noisy, disturbing his temper, and preventing his attention to his books, but they have also a direct tendency to produce deformity of the limbs.

"If the seat is too narrow, half the thigh only rests upon it; if too high, the feet cannot reach the floor; the consequence is, that the limbs are suspended on the centre of the thigh. Now, as the limbs of children are pliable or flexible, they are easily made to grow out of shape, and become crooked, by such an awkward and unnatural position.

"Seats without backs have an equally unfavorable influence upon the spinal column. If no rest is afforded the backs of children while seated, they almost necessarily assume a bent and crooked position; such a position often assumed, or long continued, tends to that deformity which has become extremely common with children in modern times, and leads to disease of the spine in innumerable instances, especially with delicate female children.

"The seats in school-rooms should be so constructed that the whole thigh can rest upon them, and at the same time the foot stand firmly upon the floor; all seats should have backs high enough to reach the shoulder-blades; low backs, although better than none, are far less easy and useful than high ones, and will not prevent pain and uneasiness after sitting a considerable time. Young children should be permitted to change their position often, to stand on their feet, to march, and to visit the playground. One hour is as long as any child, under ten years of age, should be confined at once; and four hours as long as he should be confined to his seat in one day. * * *

"During the next two-score years the State will have spent forty millions of dollars in the business of edu-

cation, and it is fair to presume, under the agency of a developing School System, the people, by local enterprise, will supplement this amount by as much more. How, then, are we to improve the places where the business of education is to be carried on, in order to give the highest utility to eighty millions of dollars?

A railroad company, contemplating very much business, would line its thoroughfare with tasteful, commodious, and conveniently arranged depots; a merchant would not go to New York and lay in a fine stock of silks and satins, and expose them for sale in his country town upon the curb-stone; a farmer would not sow his fields without an eye to the capacity and safety of the barns in which he was to garner his grain; the State will not give one hundred and fifty thousand dollars for the treatment of her lunatics, and then give them an asylum and hospital in a huge tobacco barn. Why, then, our apathy upon the subject of school-houses? Does not that political economy which contemplates the most productive results from its investments require, at the hands of the State, the inauguration of such means as shall make a proper return for the money which she dedicates to the training of her children?

THE facts, arguments, statistics statements, which we publish every month in this journal, would, if our teachers would read and circulate them, bring back ten-fold to them the cost of the paper for a year. The people need to be informed on these points so vital and essential to the growth and prosperity of the State.

Will our teachers take hold and do their share of this important work by circulating this journal?

They are more interested in its circulation than any one else. Will they do it?

SCHOOL TEACHING is a business operation—not a philanthropic one at all. Philanthropy should find no place in its economy at any point. Teachers have to eat, and dress, and travel, and buy books, and all these things cost money—and hence provision must be made to pay teachers their money when they earn it.

Teachers should be paid every month, or oftener, as other people are paid, and they should be paid in cash, and not paid in school warrants or notes, unless they request it.

It costs but a trifle to get the necessary arguments for good schools printed and circulated. Every county paper will publish short, readable items of the work our teachers are doing, and the necessity for this work, and the worth of this work. Who is to blame if the tidal wave of reducing the wages of teachers yet lower strikes them. Have they done their whole duty in keeping the people posted? Have they?

A TEACHERS' AID SOCIETY.

Editors Journal:

THE desire to accumulate and transmit to posterity a share of this world's goods is as natural in man as the desire to make the effort whereby such accumulations are collected. Certain vocations present facilities more favorable for the acquisition of property than others. The business of teaching, though essential, and demanding a standard of natural and acquired ability not inferior to those callings, the diligent prosecution of which return handsome incomes to their possessors, is not favorable to the accumulation of wealth. And yet, considering the talent, knowledge, and temperate habits the professional teachers combine in their work, we should expect them to be successful money-getters and money savers. They are, however, not distinguished as owners of property acquired by their professional services. This is due to the fact that the salary of most teachers is inadequate to supply more than present wants, and thus little or nothing is saved as reserved capital. The salary of teachers will probably always preclude the possibility of leaving their families forehanded—but while they are denied the opportunity of acquiring wealth, there remains for them the means of providing against the want and suffering which their death might at any time entail upon their families. Many have tried "insurance," but find it expensive, and experience, in view of the record several life insurance companies have recently made, a distrust bordering on absolute uncertainty as to whether the companies into which they are yearly paying their hard earnings, will in the event of death, step promptly between the stricken family and destitution, to fulfill its well-paid promise. Teachers' families are surely entitled to as much care when bereft of their natural protectors as are the families of the merchant, the speculator, or professional man; and if, by reason of his small salary or improvidence, the teacher is unable to leave to his family the means of sustaining itself or rearing and educating his children, he is guilty of a negligence unworthy a good citizen. The writer's long association with teachers forbids the belief that they are disposed to commit their loved ones to the charity of the world; but their present and pressing necessities restrains every effort to save against the day of need. Believing that teachers would willingly avail themselves of any means less expensive than life insurance that would certainly provide for their families, in the event of death, the writer proposes a course of action, having in view the organization of a "Teachers' National Mutual Aid Society." As an inducement to teachers to take hold of this matter, it may be stated that people engaged in other salaried callings have instituted similar organizations, and find the cost of

this fraternal insurance to be from 50 to 75 per cent. less than the cost of policies in regular life insurance companies. Added to this advantage they are exempt from that fear of possible corruption in a powerful monied institution, which their annual payments only tend to make more powerful, and to increase the temptation of weak and unscrupulous officials.

Correspondence between the writer and experienced teachers in reference to the advisability of such an organization among teachers is going on, and, from opinions thus far received, it is confidently believed that every teacher interested will gladly avail himself of an advantage manifestly so superior to any other thus far afforded.

Teachers favorable to such an organization are respectfully and cordially invited to correspond with

I. H. BROWN.

COLUMBIA, Illinois.

ESTIMATES FOR 1877-8.

THE time has now come for the friends of good schools in Missouri to move for another trial of strength to sustain them.

We present the following form of "Estimates" for the coming year, from the State Superintendent, in response to a request to fill out a blank so that school officers may see what will stand the test of the school law under the new constitution.

To the County Clerk of—Progress County, Missouri:

DEAR SIR—Please find herein an estimate of the amount of funds necessary to sustain the school in Dist. No. 1, Township No. 50, Range No. 10, for the period of six months:

For Teachers' Fund.....	\$150 00
For Building Fund.....	400 00
For Incidental Fund.....	25 00
For District Library.....	20 00
For Interest on Principal of Debt.....	100 00

Total.....	\$695 00
Deducting cash on hand.....	\$100 00
Deducting amount estimated from Public Funds.....	70 00
	170 00

Amount to be levied on the taxable property of the district.....\$525 00

I hereby certify that at the Annual Meeting, on the first Tuesday in April, 1877, it was ordered that School be held for the period of six months, and that the various amounts above specified were appropriated for sustaining and carrying on the same; that a majority vote was given to increase the levy to sixty-five cents on the \$100 valuation, if so much was needed to raise the above amounts for Teachers' and Incidental Funds; that a separate vote was taken for building purposes, and two-thirds of the voters in the district voted in favor of a levy for the above amounts, and the other amounts are needed for valid existing indebtedness and interest on same, which are not restricted

by the constitution to any definite per centum.

JOHN JONES,
District Clerk.

As there is a limit in the constitution to levies for teachers' wages and incidental expenses, and none for interest or principal of valid existing indebtedness, I have deemed it to be the best interest of the schools to make separate estimates for interest and principal of indebtedness.

Apparatus, furniture, &c., comes properly under incidental fund. See 9th paragraph of Sec. 24, and latter part of Sec. 28, School Law.

Library is ordered in every case by the annual meeting, limited annually. See fifth paragraph of Sec. 4. When so ordered it must come within the limit fixed. I not only have no objection, but will be pleased to enlist all possible aids in diffusing the necessary information for carrying on the system. Yours, respectfully,

R. D. SHANNON,

Superintendent Public Schools.

HEALTH IN THE SCHOOL ROOM.

WE are indebted to Hon. J. M. Barnard of Boston for a copy of *The Evening Traveller* of late date, containing an account of a meeting of the Committee on Rules and Regulations of the Boston School Board, to consider the subject of establishing an "Inspectorship" of the health of the public schools of that city.

Dr. Blake called on Hon. J. M. Barnard for a statement of facts bearing upon the necessity for the appointment of such an officer, who quoted from eminent authors to show the importance of physical education and of sound health as a primal basis of learning.

He argued that there was a great discrepancy between this common sense view and the ordinary practice of our schools. This was owing largely to the want of an official in our school system whose duty it should be to look after the health of scholars and the sanitary condition of schools.

That the study of school hygiene is growing upon the world as a necessity, was shown by numerous works on the subject which Mr. Barnard exhibited to the committee, chiefly books or pamphlets printed abroad. He referred in detail to several of these works, and to his own visits to Europe, to show the value of such an office as was asked for, and the highly beneficial results that would flow from its establishment. Boston, he thought, would be an excellent place to test this principle of medical inspectorship, owing partly to the fact that her school board had already taken up the subject, and that a fair trial would be given the system here.

DR. C. F. FOLSOM,

the secretary of the State Board of Health, being called on, spoke of the vitiated air which he had found fre-

quently in school rooms, occasionally such as he could not himself live in safely. Scarlet fever and other similar diseases could be kept in check by wise measures, if not entirely prevented. The laws affecting the lodging houses of London and Holland were alluded to, to show what improvement a strict policing and inspectorship had brought about.

HON. JOHN D. PHILBRICK

was asked to give his opinion in the matter, and was strongly in favor of the establishment of a medical inspectorship. The arguments advanced here gave him a satisfaction he could not describe, for no less than nineteen years ago he had called attention officially to the subject, and the medical gentlemen were then its opponents. He saw a great change in that respect. Great progress had been made in improving the hygienic condition of the schools, and it would go on, though the establishment of a special office to further the work would undoubtedly be of vast benefit to the schools. We needed some one, too, to tell us what were the conditions under which the greatest results could be obtained from study.

Mr. Philbrick said we needed the watchful care of an expert both in building schools and in conducting them. We know of no schools in which the girls of the higher grades did not conduct their studies at the expense of health. Light was another subject spoken of by Mr. Philbrick. He was in favor of such arrangements as should raise the general health of the public schools, also knowing that we should thereby raise the general health of the community; and this carried on in all branches of life, generation after generation, would secure an improved moral and physical condition of the people at large—a grand object.

The expense of such an office would be trifling in comparison with the whole expenditure of the schools. It costs us \$36 a year for each scholar in Boston; five cents added to each would give us the required office, or when one of the six inspectors of drawing resigned, his successor might be chosen as a medical inspector, or some other way be devised to meet the wants of the children of the city.

Other medical gentlemen were called upon who endorsed the proposition, but if proper steps are taken in the building and furnishing of our school houses, much will be done to prevent the necessity for an inspectorship.

WE ought to have said that *The Educational Weekly* is published in Chicago. Price \$2 50 per year. It will bring back its cost to our teachers many times over, if they take it, and read it, and circulate it.

THANKS for the widening circle and sweep which we reach by the lists of subscribers which are sent in every week. We are sure our friends help themselves and the schools in a very effectual way, by giving circulation and audience to the facts and arguments our writers present.

The Children's Page.

CONDUCTED BY LILIAN WHITING.

"Diving and finding no pearls in the sea;
Blame not the ocean, the fault is in thee."

The Casket of Pebbles.

AMERICAN WONDERS. — Niagara Falls is the greatest. The second is the Mammoth Cave of Kentucky. The greatest river in the world is the Mississippi, 4,000 miles long. The largest valley is the Mississippi Valley, containing 500,000 square miles. The greatest city park is in Philadelphia, containing 2,000 acres. Lake Superior is 430 miles long and 1,000 feet deep, the largest lake in the world. The greatest mass of solid iron in the world is the Iron Mountain of Missouri. It is 350 feet high, and two miles in circuit. The best specimen of Grecian architecture in the world is Girard College, Philadelphia. The largest aqueduct is the Croton, New York, 41 miles long and cost \$12,000,000. The greatest natural bridge in the world is over Cedar Creek, Va. The chasm over which it extends is 80 feet wide and 50 feet deep. The longest railroad in the world is the Pacific, over 3,000 miles in length.

All true success derives its source
From honest purpose. In all we do
Let us to our best selves be true,
To duty true.

Dear Lillian:

I am delighted with the children's page, and read it every word. How sorry I am for the boys and girls who have to go to school in the cold. I want to write something about Texas and its nice days. It is such a great and growing State that a single short letter would not hint at its greatness. I can only direct those who feel interested to learn about it, to send a stamp to Mr. C. H. Martin, who sells land in Rusk, Texas, and get a map of the State, and a printed description of this, Cherokee county, and its great iron mountains. Every train that comes to this county now, is loaded with people who seem to like Texas very much.

Your little friend, J. W. JONES.
Rusk, Texas, Feb. 20, 1877.

KNOWLEDGE, as it extends, becomes more and more a want, and the want will lead to the increased acquisition.

The Duke of Wellington was born in Ireland, 1796, the same year in which Napoleon was born. He died at Walmer Castle, 1851.

Harvard College was named after John Harvard, who in 1638 left to it a legacy of money and books.

Parlor is from parler, "to talk," and is therefore a talking room. Soli-cism is from Soli, a town in Cilicia,

whose citizens were charged with corrupting the language.

A German writer, complaining of the difficult pronunciation of English, cites the word *Boz*, which he says we pronounce Dickens.

Spurgeon says some ministers would make good martyrs; they are so dry they would burn well.

There are seven statues of Goethe in Germany, and a magnificent monument erected to him at Berlin.

The old English of Spencer's day is as difficult for us to read as a foreign tongue.

Haydn was nearly 80 years of age when he went to a concert to hear his beautiful composition "The Creation." He was deeply impressed by the strains, and bursting into tears, and pointing upward, said: "Not from me, but thence did all this come."

BEGINNING AGAIN.

LILIAN WHITING.

When sometimes our feet grow weary
On the rugged hills of life,
The path stretching long and dreary,
With trial and labor rife;
We pause on the upward journey
Glancing backward o'er valley and glen,
And sigh with an infinite longing
To return and begin again.

For behind is the dew of the morning
With all its freshness and light,
And before are the doubts and shadows
And the chill and gloom of the night;
And we think of the sunny places
We passed so carelessly then,
And sigh, O, Father! permit us
To return and begin again.

But ah, how vain is the asking!
Life's duties press all of us on,
And who would shrink from their burden
Or sigh for the sunshine that's gone?
And it may be not far on before us,
Wait fairer places than then,
Our paths may yet lead by still waters
Tho' we may not begin again.

Yes, evermore upward and onward
Be our paths on the hills of life,
And ere long a golden dawning
Will glorify trial and strife.
And our Father's hand will lead us
Tenderly upward then,
In the joy and peace of the better world
He'll let us begin again.

THE dying injunction of the late Bishop Andrew, of the M. E. Church South, to the ministers of his charge, was: "Tell the preachers to remember the Sunday-schools. Feed my lambs." They were his last words. We hope they will be put on his monument, for no words could honor him more. They were feebly spoken, in the weakness of death, but they deserve to be trumpeted all over the land. Pastors are, as a rule, not yet thoroughly awake to the importance of dealing with the young. Theoretically, they admit that it is of the utmost consequence to deal with the man while he is a child.

Actually, they pay comparatively little attention to the child, and bestow most of their strength (in many cases how ineffectually!) upon the man. Theory must be reduced to practice. If we now take care of the children, the next generation of adults will take care of themselves. One of the Saviour's last injunctions, also, if we remember rightly, was, to feed his lambs.—Nat. Sunday School Teacher.

The Home of Longfellow.

Cambridge is one of the few towns worth visiting for the sake of its old houses alone, around which cluster so many memories, and which, aside from the "Muse's factories" are its chief glory. Passing the factories, which tradition says produced wonderful fabrications in days gone by, the car stops, and we are at the home of him whose pure poetic heart is even deeper than the poet's fame. Almost involuntarily I found myself repeating the lines:

"Somewhat back from the village street
Stands the old fashioned country seat,
Across its antique portico
Tall poplar trees their shadows throw."

It is just such a house as one would immediately construct a legend about even had he never heard any history connected with it.

The mansion was supposed to have been erected by Col. John Vassae, who died in 1747. It then fell into the hands of his son, who was a noted royalist, after which it became the property of General Washington, and was his headquarters during the siege of Boston. Afterward it was owned successively by Thomas Tracy, Joseph Lee, and Andrew Craigie, after whom it was called the Craigie House. Mr. Longfellow thus refers to the time the house was occupied by Washington:

"Once, ah, once within these walls
One whom memory oft recalls,
The Father of his Country dwelt.
And yonder meadows, broad and damp,
The fires of the besieging camp
Encircled with a burning belt.

Up and down these echoing stairs
Heavy with the weight of cares
Sounded his majestic tread,
Yes, within this very room
Sat he in those hours of gloom
Weary both in heart and head.

The spacious grounds in front of the house are terraced down to the road, dotted with trees here and there, and one cannot but pause on the portico to dwell upon the beauties of the scene. It is a picture to live in memory; the silvery gleam of the Charles river "that in silence windest" flashing through the loveliness of a calm, summer afternoon, fading away in the dreamy blue of the Milton hills beyond. An old house, and especially one with such a history as this, is a nucleus of interest, from which flow a thousand reveries enchanting the summer hours. Entering the house, we were ushered into a south-east room, formerly used

by General Washington as a study, and now by Prof. Longfellow for the same purpose. Opening from this by folding doors was the library, with its wealth of books, and among its pictures life-size portraits of Emerson, Sumner, and Hawthorne. A piano standing invitingly open, and some needlework on a sofa, told this was not alone the haunt of the elegant scholar and poet, but the favorite resort of the family circle. Two Corinthian columns at one end impart a dignity to the apartment, and from the north windows is a beautiful view of the gardens, that still retain their antique design. Crossing the hall we entered the parlor, where my attention was attracted by the large oil painting of "Longfellow's Children," three beautiful daughters, Alice, Edith, and Annie, and its companion piece, Evangeline, the child of Longfellow's poet fancy.

Entering the hall again we glanced up at the first landing, and there stood "The Old Clock on the Stairs." Its ticking thrilled me, and in fancy could I hear it repeat:

"Forever, never: never forever."

Ascending the stairs we were shown the room over the study, which was once General Washington's chamber. Whenever we stand in the place once occupied by the great and good, there is a sense of sanctity and sweet mysterious sympathy binding us to maintain the honor of the place. This room is epedared by many associations. Here had Washington sought repose when burdened by the weight of care and responsibility. This also had been the room of Edward Everett, Jared Sparks, and here, too, was penned the dreamy poem of Hyperion. Indeed, in this old mansion every room has its poetic passage, every window its haunting face, every garden-walk its floating form of beauty. It was with regret we left the poet's beautiful home, though feeling better prepared to "act in the living present" for this revelation of the daily life of him of whom it may well be said:

The poet's pure poetic heart
Is better than the poet's fame.

The greatest height at which visible clouds ever exist is ten miles.

THOUSANDS of teachers in this and other States are putting not only a rare and ripe culture into their work, but the very flower and bloom of their life are they giving to rear a better class of citizens.

THE newspaper is constantly extending the intelligence of the few to the many. It is scattering abroad our intellectual wealth—it is fast raising all classes to an intellectual level, and as a necessary result it is awakening new interests and sympathies among all classes, and uniting them together in effort and in results.

Never be entirely idle.

Recent Literature.

THE AMERICAN CYCLOPAEDIA. D. Appleton & Co.: New York and London. Vol. XV., Homer—Trollope. Vol. XVI. Trombone—Zymosis.

It is with real pleasure that we record the receipt of these two last volumes of this valuable work, and also the fact that they are in no way inferior to those that have preceded them. The editors, Messrs. George Ripley and Charles A. Dana, may well congratulate themselves upon the successful termination of this great undertaking; it adds new lustre to their previously well established reputation. To say that the volumes in question are fully equal in ability to the former ones which it has been our privilege to examine and criticise, is to say much. Our task of criticism all through, has been a pleasant one. Where so many subjects are to be treated of, it cannot be that all essays shall be above any error. And we have sometimes had occasion to call attention to a few of these. The choice of subjects for illustration has also not always entirely satisfied our judgment. On the whole however we are more than satisfied with the series of volumes which, much to the credit of the publishers, make so fine an appearance, both externally and internally. They form an invaluable addition to any library or study table, and they are almost without exception trustworthy in the statistics of their articles, and attractive as to the form. No more valuable gift could be devised for a friend.

As to the articles in the volumes before us, it remains to point out some of the more marked. Among the contributors we notice first especially the name of Gen. Henry L. Abbot, U. S. A., than whom no one is better qualified to speak on the subject of Submarine Torpedoes, for no one else has probably made them so much of a study. The illustrations here are clear and effective, and the article comprehensive. Prof. Huxley's name will attract many to his valuable article on *Species*, covering about three pages, and Richard A. Proctor deals as usual with astronomical topics in an interesting way, treating in the present volumes the subjects, Spectrum Analysis, Star, Sun, Telescope, Transit, and Transit Circle. The articles on Spectrum and Spectrum Analysis occupy sixteen pages, and are very finely illustrated. No figures could more thoroughly test the excellence of paper and mechanical execution than those in these articles, and no results could be more satisfactory. The Tichborne Trial claims nearly one page, in which the intricacies of the plot are skillfully traced. In close proximity to this stands the long account of the Tides, covering some ten pages, well planned and carried out. It contains some valuable tables which give a good idea of the rapidity with which the tide wave travels.

We have before called attention to the fact that the subject of Natural Science may be said to take the first rank in this cyclopaedia. The fact may gauge the interest of the public mind on this subject. The length and power of these articles is very marked in the whole series.

E. C. Stedman the poet-banker appears as the biographer of two of his personal friends, R. H. Stoddard and Bayard Taylor, and gives us two articles which are largely composed of the lists of books written by the two men. Bayard Taylor writes in the same style of Stedman. The articles bear no trace of their authors. This was doubtless unavoidable, but the

effect is rather peculiar. Prof. Youmans deals rather more generously with Herbert Spencer.

The Map of Storms is well executed and valuable. The accounts of the Silk-worm and Silk are good, but do not mention the labors of the French chemist, Pasteur, in behalf of the French manufacture.

Our readers will understand that we must review these works very superficially, and can therefore only hint at the treasures to be found in them, and point out some of the most valuable. We pass on to Vol. XVI., and are at once attracted by a very comprehensive article on the *Game of Whist*, by S. L. M. Barlow. The game is traced back to the early part of the sixteenth century. We extract this sentence: "No game of cards can be compared with Whist for amusement or for that permanent training of the mind which is considered by many able thinkers to be the chief if not the only result obtained in a great majority of cases from the study of the higher classics and mathematics." The article includes ninety-one rules by which the game must be played, and which would seem to be quite as important as the decisions of an International Congress. The article on the *United States* is one of the most marked, and covers with its affiliated articles nearly one hundred pages. It is exhaustive, as are most of the geographical articles.

There is an interesting account of the *Umbrella*, which is worth an examination. The essay on *Warming and Ventilation*, by Prof. Youmans, is very well written, and contains much valuable information. It covers six and a half pages. In looking back over the long list of articles which this cyclopaedia in its sixteen volumes furnishes us, we repeat our statement that so far as our judgment goes, it is eminently practical in its scope. First in excellence stand its articles on the physical sciences, and *manufactures* follow closely behind. The biographies are very varied, some being very full and graphic, others bare and meagre. The illustrations are fine in execution, and as always, well selected.

Altogether it is such a work as is eminently fitted for every day use. If one thinks that it fails in abstract subjects and that it is not fully in sympathy with them it must be remembered that herein it suits itself to the needs and demands of the American mind. It does not claim to be an educator in the interest of any special branch. It supplies the demand, and in the fact that it does so lies the justification of the choice of editors, for no men could have more satisfactorily carried to its successful termination so great a work as the American Cyclopaedia.

New Books.

"What book shall we open side by side with Nature's? *The book of the poets.*"

With the spring days come in a reviving of thought, an uprising of mental life with the ever-new miracle of the spring blooming. The most interesting book of the season, is a new edition of the "Life and Poems of Poe," containing the portrait of the poet, and some hitherto unpublished details of his life. Mr. Habberton, the author of "Helen's Babies," gives us a volume of "Select British Essayists." The "No Name Series" presents "The Great Match," and the "Life of Bryan W. Proctor" is most interestingly told by Mrs. Procter, and Coventry Patmore, Mrs.

Armitage, an English lady, has written "The Childhood of the English Nation," an attractive work for those not seeking a learned, historical volume. It is especially adapted for a primary book. Mrs. P. A. Hanaford gives us "Women of the Century," which is more comprehensive than the "Eminent Women." The Condensed Classics bring out "Rob Roy." Emerson prophesied that the novel yet to come in America would be the "novel of the interior,"—deal with the psychological intricacies and the life forces. Except Hawthorne, who is fulfilling this? The great American novel still remains unwritten. Or is it like the Great Stone Face, and is it already in our libraries and hearts? Miss Frothingham has translated the German tragedy, *Sappho*. It has beautiful passages, and just lacks a tinge of more impassioned fervor, a glow of richer coloring, and more vivid imagery, to be worthy the subject. Roberts Bros., Boston, publishers.

Among the school books laid upon our table, none will attract more attention than the "Essentials of English Grammar," by Prof. W. D. Whitney, just now published by Messrs. Ginn & Heath of Boston. The great philological, linguistic and literary ability of Prof. Whitney will cause this work to be examined and welcomed with unusual favor.

The *Atlantic* for March is a splendid number. The publishers announce that the demand for Mr. Whittier's ballad and Dr. Holmes' poem, as well as for the remarkable article on South Carolina, in the February "Atlantic" has compelled them to reprint that number.

The "Atlantic" for April will contain extracts from the "Original Diary of a British Officer during the Siege of Boston," the final chapters of Mrs. Kemble's "Old Woman's Gossip," and the conclusion of Mr. Howells' comedy "Out of the Question."

Scribner for March has more than the usual number of illustrations. Its Educational "Exhibit," is Princeton College, and its choice reading matter begins on the first page, and runs straight through the number.

The Galaxy is good for several valuable articles, and its scientific miscellany.

Appleton's Journal has a well written and finely illustrated article on "The Mountain Region of North Carolina," "Culture Heroes," and a very valuable series of criticisms of new books—the best of the month.

St. Nicholas is always brilliant, and always interesting and useful to old and young.

Wide Awake, too, deserves strong words of commendation not only for the fullness and beauty of its illustrations, but for the genuine purity of its reading matter. It is growing, and deserves to.

The Nursery, for youngest readers, is received promptly, and is always read first by the older children.

Will you when writing to advertisers, please say you saw their advertisement in this journal? It will be a mutual benefit so to do.

IOWA.

Official Department.

BY C. W. VON COELLN, STATE SUPT.

Editors Journal:

I herewith send you opinions which may be of general interest to school officers and teachers.

1. In the absence of instruction by the electors, the board of directors should decide what branches, if any, besides those in a teacher's examination shall be taught. But it is not within the province of individual parties to demand instruction outside of the branches usually taught.

2. Money can only be paid out for the purchase of a district library which has been voted for that purpose by the electors at the regular March meeting.

3. The board should so regulate the compensation of teachers in the several sub-districts as to secure teachers adapted to the necessities of the school.

4. There are no holidays during which teachers are legally exempt from teaching, unless excused by the board of directors. A legal contract requires 20 days of actual service for a month.

5. An independent district composed of territory from two counties, belongs for school purposes, to the county wherein a majority of the pupils reside. A certificate to teach should be issued by the superintendent of the county to which it thus belongs, which certificate is valid for any school in the district.

6. All certificates should expire on the last day of August, or at the time fixed for the annual meeting of the Normal Institute in Autumn, which is prior to the commencement of the fall schools.

7. If the effects of actions done outside of school, reach within the school during school hours they may be justly forbidden. 31 Iowa, page 562.

8. Neither the electors, the board of directors, nor the sub-directors can exclude the Bible from any school in the State.

9. Boards of directors, as a matter of prudence and economy, may, without instruction of the electors or in the absence of special law, effect an insurance on their school houses, and pay for the same from the contingent fund, or any unappropriated school house fund.

10. A unnaturalized foreigner is not entitled to vote at the school district elections.

11. The instruction of this department to county superintendents, not to grant certificates below certain ages is based upon the following grounds:

Sec. 1744 says: "He (county superintendent) shall, at all times, conform to the instructions of the Superintendent of Public Instruction, as to matters within the jurisdiction of the said superintendent." It certainly is true, that whatever is within the jurisdiction of the county superintendent is within the jurisdiction of the Superintendent of Public Instruction.

Sec. 1767 provides that a county superintendent shall be satisfied that the applicant possesses the essential qualifications for governing children and youth.

It is my opinion that children under 17 years of age cannot govern children and youth; hence my instruction.

DES MOINES, Feb., 1877.

I think any hardship is better than pretending to do what one is paid for and never really doing it.

The greatest forces are the most elusive—the unseen mightier than the seen.

Special Notices.

Grateful Tears.

What brings them—and that too, from the very best people, is Mark Twain's New Scrap Book. Mark Twain tells in a pathetic way how it comes about:

My Dear Sir:

I have invented and patented a scrap book, not to make money out of, but to economize the profanity of this country. You know that when the average man wants to put something in his scrap book he can't find his paste—then he swears; or, if he finds it, it is dried so hard that it is only fit to eat—then he swears; if he uses mucilage it mingles with the ink, and next year he can't read his scrap—the result is barrels and barrels of profanity. This can all be saved and devoted to other irritating things where it will do more real and lasting good, simply by substituting my self-pasting scrap book for the old-fashioned one.

If Messrs. Slote, Woodman & Co. wish to publish this scrap book of mine, I shall be willing. You see by the above paragraph that it is a *sound moral work*, and this will commend it to editors and clergymen, and, in fact, to all right-feeling people. If you want testimonials, I can get them, and of the best sort and from the best people. One of the most refined and cultivated young ladies in Hartford (daughter of a clergyman) told me herself, with *grateful tears* standing in her eyes, that since she began to use my scrap book she has not sworn a single oath.

Truly yours, MARK TWAIN.

P. S. We sell these books to those who do not cry, at the same price.

See size and prices on page 1.

American Lead Pencils

Sent post-paid, for 40 cents per dozen. Dixon Lead Pencils sent post-paid, for 60 cents per dozen.

Try a dozen of the best pencils made.

Address J. B. MERWIN,
704 Chesnut St., St. Louis.

A fine opening offered a competent Kindergarten who would like to take a half interest in a school established over two years, upon Froebel's system of teaching. One of the best locations in the city. For further particulars address Mrs. F. A. Collar, Denver, Colorado.

PLEASE remember not to forget that \$2.50 buys a ladies' finest kid or morocco side-lace shoe at the "Globe Shoe Store," 805 Franklin Avenue.

EDUCATIONAL DOCUMENTS.

We determined, some time since, to issue a series of "tracts," or documents, in cheap form, in conformity with the earnest solicitation of many of the leading educators from different parts of the country, which should embody some of the most practical ideas, and the freshest thought and expression of the age on this subject. These documents are for circulation among the people, so that they may be better informed not only of the work done by the teacher, but of the necessity of this work. Teachers and school officers have found them to be profitable and interesting reading, and orders have been received for them from almost every State in the Union.

So far, nineteen of these separate tracts have been issued. Massachusetts and Texas order them by the thousand; Colorado and Maine send for them. They cost \$7.00 per hundred, or ten cents for single copies. (Send postage.)

The "Popular Educational Documents" issued thus far, cover the following interesting and practical topics:

No. 1. WHAT SHALL WE STUDY? By Wm. T. Harris, Superintendent of Public Schools of St. Louis.

No. 2. THE THEORY OF AMERICAN EDUCATION. By Wm. T. Harris, Superintendent of Public Schools of St. Louis.

No. 3. HOW NOT TO DO IT; Illustrated in the Art of Questioning. By Anna C. Brackett, Principal Normal School, Saint Louis.

No. 4. WOMEN AS TEACHERS. By Grace C. Bibb.

No. 5. AN ORATION on the Occasion of Laying the Corner-stone of the Normal School at Warrensburg, Johnson county, Missouri. By Thomas E. Garrett, Editor Missouri Republican, and M. W. Grand Master of Masons of Missouri.

No. 6. HOW TO TEACH GEOGRAPHY. By Mrs. Mary H. Smith. Read before the National Teachers' Association.

No. 7. HOW TO TEACH NATURAL SCIENCE IN THE DISTRICT SCHOOLS. By Wm. T. Harris.

No. 8. THE EARLY WITHDRAWAL OF PUPILS FROM SCHOOL—Its Causes and Its Remedies. An Essay read by William T. Harris, at the National Educational Association, in Boston.

No. 9. THE RIGHT AND POWER OF THE STATE TO TAX THE PROPERTY OF THE STATE TO MAINTAIN PUBLIC SCHOOLS. By Hon. H. C. Brockmeyer.

No. 10. HOW FAR MAY THE STATE PROVIDE FOR THE EDUCATION OF HER CHILDREN AT PUBLIC COST? An Essay by Wm. T. Harris, before the National Educational Association, at St. Louis.

No. 11. MODEL REVIEW EXERCISE IN ARITHMETIC.

No. 12. WOMAN'S WORK AND EDUCATION IN AMERICA. An Essay, by W. G. Elliot, D. D. Read before the State Teachers' Association.

No. 13. SYNOPSIS OF COURSE OF STUDY IN THE DISTRICT SCHOOLS. By William T. Harris.

No. 14. SYLLABUS OF LESSONS IN NATURAL SCIENCE. By Wm. T. Harris.

No. 15. GERMAN REFORM IN AMERICAN EDUCATION. An Essay read before the German American Teachers' Association. By W. T. Harris.

No. 16. MORAL EDUCATION IN PUBLIC SCHOOL. By W. T. Harris.

No. 17. REPORT ON A COURSE OF STUDY from the Primary School to the College. By Wm. T. Harris.

No. 18. ADDRESS ON A NATIONAL UNIVERSITY. By Wm. T. Harris.

No. 19. ESSAY ON THE SYSTEM OF CLASSIFICATION IN LIBRARIES. By Wm. T. Harris.

EDUCATION IN THE MISSISSIPPI VALLEY. By Wm. T. Harris.

For sale at the office of the AMERICAN JOURNAL OF EDUCATION. Send 10c and stamps to prepay postage.

\$100 INVESTED
Has Paid a Profit of **\$1,700**

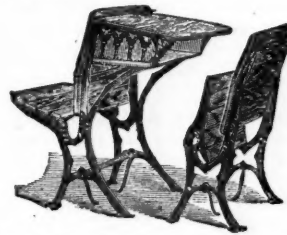
during the past few months, under our improved system of operating in stocks. Book containing full information sent on application. Tumbridge & Co., Bankers and Brokers, 92 Broadway, N. Y. 9-7c

BLUMYER MFG CO
BELLS
CHURCH SCHOOL FIRE-ALARM
Fine toned, low priced, fully warranted. Catalogues giving full particulars, prices, etc., sent free.
BLUMYER MANUFACTURING CO.,
664 to 694 West Eighth St., Cincinnati, O.
9-8 10-7

THIS PAPER IS KEPT ON FILE
AT THE OFFICE OF,
N. W. ADVERTISING
AGENTS,
733 Sanson St., PHILADELPHIA,
Who are our authorized agents, and will receive Advertisements at our **LOWEST CASH RATES.**
9-8

A STRONG ENDORSEMENT.

THE Desks and Seats used in the Model School House exhibited at the Centennial Exposition were the "New Patent Gothic" style, as shown in the following cut,



The Gothic Seat and Desk. Back Seat, to start the row with.

and are used *exclusively* in the public schools of Philadelphia, and this city gave its unqualified endorsement of this "New Patent Gothic Desk" by a *unanimous* re-adoption of them after five years of trial, during 1871, 1872, '73, '74, '75, and 1876.

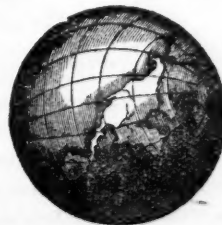
The curved back and curved folding seat conform exactly to the person of the occupant, so that in using this seat the pupil sits in an easy, upright, and healthy position.

The Philadelphia Board of Education, after thoroughly testing this desk for five years, and re-adopting it for exclusive use during 1876, give a most emphatic testimony to the truth of the statement of Dr. Wm. T. Harris, Superintendent of Public Schools of St. Louis.

Dr. Harris says: "These New Patent Gothic Desks, used in the High School in this city, after a thorough trial, give entire satisfaction, are not only substantial and beautiful, but by their peculiar construction secure perfect ease and comfort to the pupil, at the same time they encourage that upright position so necessary to the health and proper physical development of the young. These considerations commend this style of desk to all who contemplate seating school houses."

Before purchasing school desks, in view of the price and the construction of the "Patent Gothic Desk and Seat," parties wishing to buy should call upon or address, with stamp for reply,
J. B. MERWIN,
704 Chesnut Street, St. Louis, Mo.

SLATED GLOBES



MOUNTED GLOBES,
FIVE INCH GLOBES,
EIGHT INCH GLOBES,
HEMISPHERE GLOBES.

Globes of all styles, sizes and prices.

For circular and further information, address with stamp for reply,

J. B. MERWIN,
704 Chesnut Street, St. Louis, Mo.

ST. LOUIS AND SOUTHEASTERN RAILWAY.

THE SHORT LINE

And positively the best route from

St. Louis

—TO—

Nashville, Tenn.,

Where it connects for all points

SOUTH AND SOUTHEAST,

Including

Chattanooga,	Decatur,
Atlanta,	Huntsville,
Augusta,	Montgomery,
Macon,	Mobile,
Brunswick,	New Orleans,
Savannah,	Knoxville,
Jacksonville, Fla.,	Bristol,
Charleston,	Lynchburg,
Petersburg, Norfolk and Richmond, thus forming the	

GREAT TRUNK ROUTE

Between these points and St. Louis.

Travelers, remember this is the great Passenger and Mail Route. It affords you the advantage of Pullman Palace Sleeping Coaches through to Nashville without change. No other line can offer this accommodation.

This is the best route for

Belleville, Shawneetown,

And all points in Southern Illinois.

It is the only line for

EVANSVILLE

And all points in Southern Indiana and Northwestern Kentucky.

For through tickets and full information call at Ticket Office, Fourth and Pine Streets, under Planter's House. JNO. W. MASS,
J. H. WILSON, Gen. Pass. & Ticket Agt.
Gen. Manager. 10-2 12

Cheap Fares by the People's Line

The Ohio and Mississippi Railway Co. will inaugurate a reduced local tariff from March 1st, 1876 which upon examination proves to be the lowest rates for passenger traffic in existence in the west, and is in accordance with the liberal ideas entertained and acted upon by its managers since they came into possession of this great highway between the West and the East. In 1871 the passenger tariff was reduced from an arbitrary rate of five cents per mile to four (equivalent to a reduction of 20 per cent), and in addition, a system of round trip tickets between all stations was introduced at three cents per mile (equivalent to a reduction of 40 per cent).

The results of this highly important and very liberal step for the benefit of its patrons disagrees with the predictions of those unfriendly to the move, as the steady increase in the number of passengers carried and earnings on the local business since has been sufficient to encourage the company to make the still further reduction referred to above, believing they will be justified in so doing by increased patronage and the hearty support of all who may have occasion to use this deservedly popular line.

From above date the basis for single trip tickets will be three cents per mile, and for round trip tickets two and three-quarters cents per mile—good until used. Freight train orders, good for train and day only, will be sold at two and one-half cents per mile.

This is the first instance where a western road has had the courage to reduce to a figure which heretofore has been considered low and below a paying basis for railroad managers.

It is confidently expected that this reduction will help the freight business of the company by giving farmers and others inducements to travel, and dispose of their freight at the best market.

10-2 12

EVERYTHING FOR SCHOOLS.

Address, with stamp for reply,

J. B. MERWIN,

Dealer in school supplies of all kinds.

704 Chesnut street, St. Louis, Mo.

Jefferson Medical College.

Philadelphia.

The Fifty-third Session of the Jefferson Medical College will begin on Monday, October 1, 1877, and will continue until 1st of March, 1878. Preliminary Lectures will be held from Monday, 3d September.

PROFESSORS.

Joseph Pancoast, M. D., General, Descriptive and Surgical Anatomy (*Emeritus*).
Samuel D. Gross, M. D., LL. D., D. C. L. Oxon, Institutes and Practice of Surgery.
Ellerslie Wallace, M. D., Obstetrics and Diseases of Women and Children.
B. Howard Rand, M. D., Chemistry.
John B. Biddle, M. D., Materia Medica and General Therapeutics.
J. Atken Meigs, M. D., Institutes of Medicine and Medical Jurisprudence.
J. M. Da Costa, M. D., Practice of Medicine.
William H. Pancoast, M. D., General, Descriptive and Surgical Anatomy.
Special courses are also given on the following subjects.

Toxicology, by Prof. Rand.
Diseases of the Cranial Nerves, by Prof. Meigs.
Dermatology and Syphilitic Diseases, by Dr. F. F. Maury, one of the Surgeons to the Philadelphia Hospital.

Pathological Anatomy, Dr. Morris Longstreth, Pathologist to the Pennsylvania Hospital.
Operative Surgery, with Operations on the Cadaver, by Dr. John H. Brinton, one of the Surgeons to the Philadelphia Hospital.

Ophthalmology and Otolaryngology are treated both clinically and didactically during the entire course, by Dr. William Thomson, one of the Surgeons to the Wills Ophthalmic Hospital.

Laryngoscopy, with Diseases of the Throat, by Dr. J. Solis-Cohen.

The Demonstrator of Surgery, Dr. J. Ewing Meigs, delivers a distinct course of Demonstrations of Surgery, with illustrations on the Cadaver during the entire session.

Practical Chemistry with Qualitative and Quantitative Analysis, the Examination of Normal and Abnormal Products, and Manipulation by the student himself, is taught by the Demonstrator of Chemistry, Dr. W. H. Greene.

Practical Anatomy and Morbid Anatomy. For the study of practical anatomy a full supply of material is furnished free of charge. The anatomical rooms are spacious and provided with every convenience, and not only are subjects for dissection to be had without expense, but there are no incidental or extra charges of any kind. Demonstrator of anatomy, T. H. Andrews, M. D.

The New Hospital of the Jefferson Medical College was begun in November, 1875, and is now in full operation. It is situated in a spacious lot immediately to the west of the College, bounded on three sides by streets and a wide space on the fourth side, and will afford accommodation for at least one hundred beds. It is constructed according to the most approved principles of hospital architecture and will be furnished with every necessary appliance for heating, ventilation, &c. A spacious amphitheater, seating more than 500 students, is provided for Clinical Lectures, which, with daily visits to the wards, form part of the regular services of the College.

FEES.

For a Full Course \$140
Matriculation Fee (paid once only) 5
Graduation Fee 30

A Summer Course of Supplementary Lectures beginning March 26, is given, extending through the months of April, May and June. There is no additional charge for this course to matriculates of the College, except a registration fee of five dollars. Fee to non-matriculates \$35, which is, however, credited to the ensuing winter session.

The annual announcement will be sent on application to

J. B. BIDDLE, M. D., Dean.

5 to \$20 per day at home. Samples worth \$5 free.
37-lam-12t Stinson & Co., Portland, Maine.

\$12 a day at home. Agents wanted. Outfit and terms free.
9-4c TRUE & CO., Augusta, Maine.

HIGHWAY PAPERS.

A monthly 20-page Magazine for the promotion among Christians of
ENTIRE CONSECRATION.
And, as a result, Increased Power in Service—Relief under burdens—Restfulness of Soul—and Gladness in Jesus. Vol. 2 begins with January.
Rev. Isaiah Reid, Editor. J. W. McIntyre, 719 Olive St., St. Louis, Publisher. Price, 50c a year. Three months on trial 12c postpaid.
10-3 6

The Educational Weekly.

The union of *The School Bulletin* and *N. W. Jour. of Education*, Wisconsin. *The Michigan Teacher*, Michigan. *The Illinois Schoolmaster*, Illinois. *The Nebraska Teacher*, Nebraska. *The School, Michigan*. *Home and School*, Kentucky. *The School Reporter*, Indiana.

Editors—Prof. Wm. F. Phelps, President State Normal School, Whitewater, Wisconsin, Editor-in-Chief. Prof. EDWARD OLNEY, University of Michigan, Ann Arbor. Hon. J. M. GREGORY, President Illinois Industrial University, Champaign. Hon. NEWTON BATEMAN, President Knox College, Galesburg, Ill.

Managing Editor—S. R. WINCHELL, Chicago.

State Editors—One in each of the western States.

Contributors—One hundred of the representative educators of the country.

Correspondents—Educators in all parts of the world.

The Strongest Consolidation of Educational Journals ever effected in this Country.

The broadest in its scope; the handsomest in appearance; the most varied in its contents; the freshest, strongest, and latest of the journals of its class. Good for the teacher! Good for the Scholar! Good for the citizen. Every department is in the hands of a special editor. Its "Practical Hints and Exercises" are invaluable to the teacher of any grade.

The Educational Weekly

Is printed on fine book paper, quarto form, two columns on a page. In proportion to the amount of reading matter furnished in its columns, it is the cheapest journal of its class published in this country.

Subscription price only two dollars and a half a year, or one dollar and a half for six months. In clubs of five or more, two dollars and one dollar and a quarter.

Good Agents Wanted.

Send for specimen copy. Address the publishers, 170 Clark Street, Chicago. x-35

TO ADVERTISERS.



We will insert an advertisement like the above one month in **twenty-two hundred American newspapers, dailies and weeklies**, for \$1,500 cash. Send for a catalogue of the papers to
GEO. P. ROWELL & CO.,
No. 41 Park Row, New York.

TG ADVERTISERS.

Facts for Advertisers.

OFFICE OF



Volume x. 1877.

SEVEN EDITIONS of the AMERICAN JOURNAL OF EDUCATION are now published each month. It has a larger circulation, and reaches more intelligent and enterprising people, than any similar publication in this country. An edition is published

In ST. LOUIS for Missouri,

In CHICAGO for Illinois and Wisconsin,

In ATCHISON for Kansas and Colorado,

In HOUSTON for Texas.

In MONROE for Louisiana,

In KIRKSVILLE for Iowa and Northern Missouri.

In NASHVILLE for Tennessee.

Advertisers get the benefit of all this circulation, as advertisements go into ALL the editions. Advertisements in this journal are permanent—as we publish in each issue cuts and plans of school houses for both city and country—and the papers are preserved for these plans and specifications. The pages, too, are of such a size that advertisements are easily seen. This journal thus reaches merchants and farmers who are school directors, families, teachers, agents—more than 300,000 of the men and women of intelligence and enterprise in all sections of the country.

The following are our regular rates:

Nonpareil space, basis of measurement, 12 lines to the inch.
Outside page, front cover, 40c per line.
Outside page, back cover, 35c per line.
Inside pages, 30c per line.
Special Notices, 60c per line.
Discount made on time contracts.

C&N-W
LINES.

The Chicago and Northwestern R'y
Embraces under one management the Great Trunk Railway Lines of the West and Northwest, and with its numerous branches and connections, forms the shortest and quickest route between Chicago and all points in Illinois, Wisconsin, Northern Michigan, Minnesota, Iowa, Nebraska, California and the Western territories.

Its Omaha and California Line
Is the shortest and best route between Chicago and all points in Northern Illinois, Iowa, Dakota, Nebraska, Wyoming, Colorado, Utah, Nevada, California, Oregon, China, Japan and Australia. Its

Chicago, St. Paul, and Minneapolis Line
Is the shortest line between Chicago and all points in Northern Wisconsin and Minnesota, and for Madison, St. Paul, Minneapolis, Duluth and all points in the Great Northwest. Its

La Crosse, Winona and St. Peter Line
Is the best route between Chicago and La Crosse, Winona, Rochester, Owatonna, Mankato, St. Peter, New Ulm, and all points in Southern and Central Minnesota. Its

Green Bay and Marquette Line
Is the only line between Chicago and Janesville, Watertown, Fond du Lac, Oshkosh, Appleton, Green Bay, Escanaba, Sigaunee, Marquette, Houghton, Hancock and the Lake Superior Country.

Its Freeport and Dubuque Line
Is the only route between Chicago and Elgin, Rockford, Freeport, and all points via Freeport.

Its Chicago and Milwaukee Line
Is the old Lake Shore Route, and is the only one passing between Chicago and Evanston, Lake Forest, Highland Park, Waukegan, Racine, Kenosha and Milwaukee.

PULLMAN PALACE CARS

are run on all through trains of this road. This is the only line running these cars between Chicago and St. Paul and Minneapolis, Chicago and Milwaukee, Chicago and Winona, or Chicago and Green Bay.

Close connections are made at Chicago with the Lake Shore & Michigan Southern, Michigan Central, Baltimore & Ohio, Pittsburg, Fort Wayne & Chicago, Kankakee Line and Pan Handle Routes for all points East and Southeast, and with the Chicago & Alton and Illinois Central for all points South.

Close connections are also made with the U. P. R. R. at Omaha for all far West points.

Close connections also made at junction points with trains of all cross points.

Tickets over this route are sold by all coupon ticket agents in the United States and Canada.

Remember, you ask for your tickets via the Chicago and Northwestern Railway, and take none other.

New York office, No. 415 Broadway; Boston office, No. 5 State Street; Omaha office, 233 Farnham Street; San Francisco office, 121 Montgomery Street; Chicago ticket offices, 62 Clark Street, under Sherman House; corner Canal and Madison Streets; Kinzie Street Depot, corner W. Kinzie and Canal Streets; Wells Street Depot, corner Wells and Kinzie Streets.

For rates or information not attainable from your home ticket agents, apply to

MARVIN HUGHITT, General Superintendent.
W. H. STENNETT, Gen'l Pass. Ag't. x-1c

Illinois Central Railroad.

Chicago to St. Louis

Without Change of Cars.

Making direct connections at St. Louis for Kansas City, Leavenworth, Denver, St. Joseph, Atchison, Little Rock, Denison, Galveston, and all points Southwest.

CHICAGO TO NEW ORLEANS
Without Change of Cars.

175 miles the shortest route to Memphis, Vicksburg, Mobile, New Orleans, and all points South. This is also the direct route to Decatur, Panama, Vandalia, Terre Haute, Vincennes, Evansville, Shawneetown, Peoria, Canton, Keokuk, Warsaw, Farmer City, Clinton, Mt. Pleasant and Springfield.

Chicago to Dubuque and Sioux City
Without Change of Cars.

The only direct route to Galena, Dubuque, Waterloo, Cedar Falls, Charles City, Ackley, Fort Dodge and Sioux City.

Elegant Drawing-room Sleeping Cars run through to St. Louis, Cairo, New Orleans and Dubuque.

Baggage checked to all important points.

Ticket Offices at Chicago—121 Randolph street; Great Central Depot, foot of Lake street; Union Depot, foot of Twenty-second street.

W. P. JOHNSON, Gen. Pass. Ag't., Chicago.
J. F. TUCKER, Gen. Sup., Chicago.
x-3 12

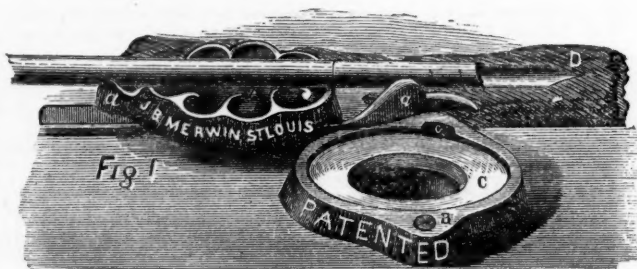
GET THE BEST!

OUR NEW SCHOOL INK WELL

Is The Best Ink Well

In the World, Because there is

- 1st. No Evaporation of Ink.
- 2d. No Dust.
- 3d. No Freezing.
- 4th. No Lock and Key.
- 5th. No Corrosion or Rusting.
- 6th. Not in the Way.



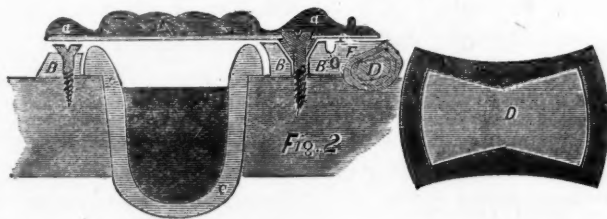
Showing the Ink Well in Use.

EXPLANATION.

A, Cover; a a, Pen Rack; B, ring with shoulder, which confines the glass; C, glass; c, (Fig. 1), Slot in shoulder allowing the passage of a lip projecting from glass C; D, Pen Wiper; F, Bearing of cover in rear of pivot and head for attaching the Pen Wiper; G, Fastening for Pen Wiper.

Styles and Prices.

- No. 1. Large Size. Having Non-Corrosive Composition Cover, and large removable Glass. Price per dozen, including necessary screws, \$3.
No. 2. Small Size. Non-Corrosive Cover and Ring, glass not removable, including necessary screws, \$2 50.



Showing a Section of Desk Top and Ink Well.

Showing the kind of Pen Wiper to use.

The cover turns only one way, and no noise can be made with them. They are low on the desk, as you see, and not in the way of books or slates.

If you cannot afford patent desks, send for good ink wells, and put them in your old desks.

Adopted for exclusive use by Boards of Education in the cities of Chicago, Philadelphia, Detroit, Milwaukee, Cincinnati, St. Louis, &c. For circulars, for

Every Thing

NEEDED IN YOUR SCHOOL, ADDRESS WITH STAMP FOR REPLY,

J. B. MERWIN,

704 Chesnut street, St. Louis, Mo.

Important to School Officers.

Parents of the children, school officers, teachers, and all patrons of our schools, realize the FACT, that properly constructed seats and desks are an absolute necessity in every school house. Not only comfort, but the health of the pupils demands this. Provision should be made for the SEATS AND DESKS in building a school house, as much as for the floor or roof of the building. We call attention to this matter thus early and specifically, because we have found in an experience extending over more than ten years, that in furnishing school houses great trouble and annoyance has been caused by the delay on the part of school officers in ordering seats and desks. SIXTY DAYS should be given to get out the order, and get it to its destination, to insure its being on hand and set up in the school house when you need it. It takes from \$75,000 to \$100,000 to keep up a full stock of all the varieties, sizes and styles of school desks manufactured, and there is no profit in the business to warrant such an outlay of money.

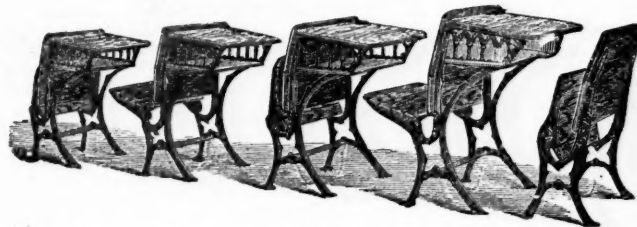
We have known school officers, whose sworn duty it was to provide these things, to delay ordering the SEATS AND DESKS until within a week of the time when the school was to commence. Then the rush of freight was so great that they have lain in the depot a week or more before starting to their destination—the teacher hired—the pupils present—but nothing could be done, as there were no seats—and the school became demoralized for weeks, because the school officers failed to do their duty and order the seats and desks in time.

We repeat, orders should be given at least SIXTY DAYS before the desks will be wanted—and we write this, to aid at least this year, in avoiding the trouble and disappointment those who neglect to order in time, will experience. This delay and trouble can be avoided by ordering the desks when the foundation of the building is being laid.

Now comes the question as to which is the best desk to buy. We prefer to quote what those say who have used our desks for years, and so thoroughly tested their merits. As more than 600,000 of "The Patent Gothic Desks" have been sold, and almost as many of the "Combination Desk and Seat," we have of course a very large number of the best kind of endorsements of these desks. We present the following from WM. T. HARRIS, Superintendent St. Louis Public Schools, as a sample—which is good enough:

DEAR SIR: It gives me pleasure to state that the desks and seats which you have put into the school rooms of this city, after a thorough trial, give entire satisfaction. The

"New Patent Gothic Desk,"



Size 4. Size 3. Size 2. Desk, Size 1. Back Seat, Size 1, to start the rows with.

with curved Folding Slat seat, with which you furnished the High School, are not only substantial and beautiful, but by their peculiar construction secure perfect ease and comfort to the pupil, at the same time they encourage that upright position so necessary to the health and proper physical development of the young. These considerations commend this style of desk to all who contemplate seating School Houses. Respectfully Yours,

WM. T. HARRIS,
Superintendent Public Schools, St. Louis, Mo.

More than 600,000 of these desks have been sold; every one using them commends them.

Five sizes of these Patent Gothic Curved Folding Slat-seat Desk are made, to accommodate pupils of all ages. We give the numbers and sizes so that school officers may know which to order:

- No. 1, High School, for pupils from 15 to 20 years of age.
No. 2, Grammar, " " 12 to 16 " "
No. 3, First Intermediate, for pupils from 10 to 13 years of age.
No. 4, Second " " " 8 to 11 " "
Primary, for pupils from 5 to 9 years of age.

We manufacture a lower priced desk called

"The Combination Desk and Seat."



Desk—Back seat to start the rows with.

This "Combination Desk" is used in most of the schools in St. Louis, and seems to answer a

very good purpose. It is not as convenient nor as comfortable as the "curved folding-slat seat" but it is cheaper, and gives general satisfaction.

Five sizes of the "Combination Desk and Seat" are made, to suit pupils of all ages.

- Size 1, Double, High School, seating two persons from 15 to 20 years of age.
Size 2, Double, Grammar School, seating two persons from 12 to 16 years of age.
Size 3, Double, First Intermediate School, seating two persons from 10 to 12 years of age.
Size 4, Double, Second Intermediate School, seating two persons from 8 to 11 years of age.
Size 5, Double, Primary School, seating two persons from 5 to 9 years of age.

Back or starting seats to correspond with any size desk.

These desks are the plainest and cheapest in

price of any manufactured. They range in height from 11 to 16 inches. The stanchions or end pieces are iron, with wide continuous flanges. They are better proportioned and braced, neater, and more graceful in design than any other combination seat made. Teachers and school officers can easily calculate the sizes of desks needed by the average number of pupils between 5 and 20 years of age.

Is it Economical?

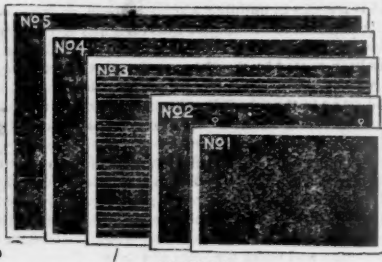
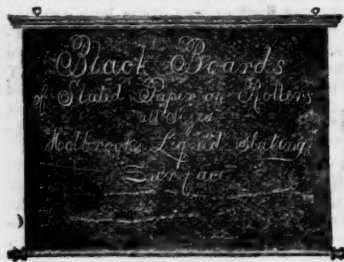
This question is eminently proper. The "Home-made Desks" are clumsy and ill-shaped at best—they cost nearly as much as these improved school desks to start with. They soon become loose and rickety, as all wood desks do—and then they must be replaced by others, and when this is done you have paid more than the improved desks would have cost, and still have a poor desk. So the question answers itself. It is economy to buy good desks to start with—these will last as long as the school house stands.

For further information, circulars of globes, outline maps, slating, and everything needed in Schools, call upon or address, with stamp for reply,

J. B. MERWIN,

Dealer in School Supplies of all Kinds, 704 Chesnut Street, St. Louis, Mo.

PATENT PORTABLE BLACKBOARDS, WITH A PERFECT BLACK SLATE SURFACE.



STYLE B.

MADE WITH HOLBROOK'S LIQUID SLATING.

The Blackboard has now become an indispensable article, not only to School Teachers and Sabbath School superintendents, but also to all classes of instructors, including mothers at home, lecturers and professors, and it is admitted by all, that in no way can impressions upon the memory of the children be made so lasting, as by means of illustration upon the blackboard. Superintendents of Sabbath Schools will find the style "A" blackboard peculiarly adapted to their wants, as the illustrations may be drawn at leisure during the week, and the board then rolled up and carried in the hand to the school.

Styles, Sizes and Prices.	Blackboards of Wood, Ash or Wal. fr.
Style A, No. 1, 2x2 feet (see cut).....	60
" " 2, 3x3 ".....	1 35
" " 3, 3x4 ".....	1 80
" " 4, 3x5 ".....	2 25
" " 5, 3x6 ".....	2 70
" " 6, 3x7 ".....	3 15
" " 7, 4x5 ".....	3 60
" " 8, 4x6 ".....	3 60
" " 9, 4x7 ".....	4 20
Music lines extra.....	1 00

The above are mounted on rollers, with hooks and rings for hanging up.

I ship by express, and in ordering parties will please specify the style of board wanted, whether A, B, C, and number, whether No. 1, 2, 3, 4, &c.

I also supply Liquid Slating for Blackboards on the walls of school houses, which stands the test of use and time. See the following: Office C. B. Clark, Architect, St. Louis, Mo.

J. B. MERWIN—Dear Sir: The blackboards made of Holbrook's Liquid Slating, put on the school houses of St. Louis by you, give perfect satisfaction. They are both durable and economical. I have tested this matter so thoroughly that I now make it a part of my regular contract in all school buildings, that the blackboards shall be put upon the walls, and shall be made of your Holbrook's Liquid Slating. Respectfully,

For prices, address with stamp for reply,

J. B. MERWIN,

704 Chesnut Street, St. Louis, Mo.

HOLBROOK'S IMPROVED LIQUID SLATING, FOR BLACKBOARDS.

Directions for Use.

FIRST—Make the surface on which the Slating is to be applied as smooth as possible. Use sand or emory paper if necessary. It can be made perfect by filling any indentures with plaster of Paris, taking pains not to let the plaster set before it is put in, as it will crumble.

SECOND—For applying the Slating use a flat camel's hair brush, from three to fifteen inches wide—the wider the better.

THIRD—Shake and stir the Slating till thoroughly mixed; and, that the surface may be even, in applying the Slating take as few strokes as possible, drawing the brush the entire width of the board, as it hardens quickly, and any lappings of the brush are visible after the slating is dry.

FOURTH—After the first coat, rub the boards smooth with emory or sand-paper (rubbing the grit from off the paper first), and then apply the second coat same as first. For re-painting an old Blackboard two coats will be sufficient. If applied to the wall, three coats.

Caution—No one has authority to advertise "Holbrook's Liquid Slating," as we have the exclusive manufacturing of it throughout the United States. Dwight Holbrook, the inventor, made the first liquid slating ever offered for sale, and though there are several imitations, none can produce the

Smooth, Enduring, Dead-black Surface of the Holbrook.

It is the only surface that will not glaze.

N. B.—Thousands of testimonials like the following, received in proof of superiority of this article. James P. Slade, County Superintendent of St. Clair county, Ill., says: "Nearly two years since, for the purpose of testing several of the various articles used in the making of Blackboard surface, five or six different preparations were used in repairing our boards and making new Blackboard surface; and, now that sufficient time has elapsed to enable me to judge of their merits, I have no hesitation in saying that Holbrook's Slating is by far the best. It does not become glossy, crack or scale off. I can further affirm that it does improve, as you claim it will, by use. Of all the preparations thus tested, yours has given, and continues to give, entire satisfaction. For this reason I shall take pleasure in recommending it as I may have opportunity."

J. P. SLADE.

It will Last Ten Years.

Keep the can well corked. A gallon will cover about 250 square feet. Brushes furnished if desired. Sample as applied to paper sent by mail on application. Send for circular of Blackboard Erasers, and everything else needed in your school. Address, with stamp for reply,

J. B. MERWIN,

704 Chesnut street, St. Louis, Mo.

Entered according to Act of Congress, in the year 1877, by the National Art Co., in the office of the Librarian of Congress, at Washington, D.C.

A Grand Premium Gift

—PRESENTED—

TO EVERY PATRON OF THIS JOURNAL,

Consisting of the Largest and
Most Sumptuous Work of Art ever issued in Europe
or America, entitled

THE WEDDING FEAST AT CANA.

This magnificent Steel Engraving has just been issued by the National Art Co., Cincinnati, Ohio, in a superb Premium Edition, and is the finest and most expensive work of art ever issued in America. When its extraordinary size, and the elaborate and skillful labor that has been put upon it, combined with its perfection of printing, are considered, it stands to-day at the head of fine art publications, either in Europe or America. In size it is more than three feet long, by nearly two feet wide—one of the largest pure line steel engravings ever produced. There are more than

SIXTY FIGURES REPRESENTED

and the principal one of the group portrays the most perfectly lovely female form and face, in the person of the beautiful bride, surrounded by her attendants, that the imagination can conceive. It commemorates the Scriptural event (St. John, chapter ii.) wherein the Lord turned water into wine, and made joyous the scene of marriage festivity at Cana, in Galilee. The surroundings of the picture embrace over five hundred special objects, each one of which is finished with the utmost care and faithfulness. We repeat, no such work was ever before issued, and the very few artist's proofs struck off brought \$50 per copy. It is, by all odds, the largest and best premium ever offered. Arrangements have been made, under which the National Art Co. will supply every patron of this paper with a perfect copy of this splendid masterpiece as a grand Premium Gift for 1877.

Subscribers are therefore requested to cut out the following Subscription Coupon and send it to the National Art Co., 206 & 208 Vine St., Cincinnati, O., to be redeemed by that Company. Enclose in your letter 25 cents, to pay for packing, tubing, and express charges on the engraving. If you have no express office, it will be sent by mail, enclosed in a firm, strong tube, and all charges prepaid.

Cut Out this Coupon. It secures you a work of art worth \$20.

SUBSCRIPTION COUPON. On receipt of this Coupon, together with 25c. to pay express or mailing charges, we will send the Steel Engraving, size 22x37 inches, entitled

THE WEDDING FEAST AT CANA,

to any subscriber of this paper. We guarantee every Engraving shall reach its destination in perfect condition, and all charges fully prepaid.

[Signed] NATIONAL ART CO., 206 & 208 Vine St., Cincinnati, O.

NOTICE—No one but a regular subscriber of this paper is entitled to this Premium Engraving, and all orders must be accompanied by the above coupon. No copy will be sent without it, except on receipt of \$20, the full price. Address all letters to the National Art Co., 206 & 208 Vine St., Cincinnati, Ohio.

The Cheapest, Best, and Largest Type Shakespeare ever published in One Volume. Forty Handsome Illustrations. Price only \$6, complete.

THE FIRESIDE SHAKESPEARE.

THE COMPLETE WORKS OF

William Shakespeare,

With a Full and Comprehensive Life;

A History of the Early Drama; An Introduction to Each Play; The Readings of Former Editions; Glossarial and Other Notes, &c., from the works of Collier, Knight, Dyce, Donce, Halliwell, Hunter, Richardson, Verplanck and Hudson.

Edited by GEO. LONG DUICKINCK.

At great expense, the publishers have determined to issue a Popular Edition of our Greatest English Poet. The type is the largest and clearest that can be used in a volume of the size, and the illustrations are from the world-renowned artist, Boydell, and others, and are, for beauty and expression of character, unsurpassed in excellence. The paper is of fine quality, and toned, and the presswork is done on the Caxton Press of Messrs. Sherman & Co.

Although the expense has been very great, we have concluded to make the experiment of putting the work at an exceedingly low price, relying on large sales instead of large profits.

The work will be issued in 20 Parts, each part containing Two Large Handsome Illustrations, at 30 cents per Part.

THE PRICE OF THE WORK COMPLETE,

In Fine Half Turkey Morocco Binding, with Gilt Stamp, Marbled Edges, is only \$9 00. The work will be sold only by subscription. Address

CHAS. H. DAVIS, & CO.,

Agents Wanted.

9-5 10-4

Philadelphia.

COLLEGIATE

Grammar School and Gymnasium

HAMILTON BUILDING,

44 COURT STREET, NEAR CITY HALL.

Brooklyn, N. Y.

(1849 to 1876.)

Mathematics, Classics, Commercial Studies, Modern Languages, Drawing.

Send for Catalogues of References and Testimonials.

L. W. HART, A. M. of Yale.